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ABSTRACT

This guide is designed to provide a framework and sequence for working jointly with adult learners to confirm their disability, assess their functional needs, select appropriate accommodations, provide instruction for using accommodations, and monitor accommodation effectiveness. In addition to procedural information, the guide contains instructor tips, overhead masters, sample forms, and interview protocols. It incorporates both legal requirements and occupational therapy strategies in presenting practical information on how to work with adult learners with disabilities. The accommodation model includes the following steps: (1) obtain and review disability documentation; (2) conduct the functional needs interview; (3) identify previous approaches or accommodations for meeting goals; (4) identify the learner's goals; (5) review and prioritize the learners' goals; (6) identify strengths and resources available to the learner; (7) identify possible accommodations using a provided matrix and evaluate pros and cons of each accommodation; (8) have learner select accommodations; (9) acquire needed services or materials for accommodations and instruct learner in using the accommodations; and (10) gather qualitative and quantitative information that describes the results of accommodations and discuss the results with the learner. Lists are provided that give examples of challenges learners with different disabilities may face in the classroom setting. (CR)

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ED 461 229

Procedural Guide

Procedural Guide to Accommodating Adults with Disabilities

Written by
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with
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University of Kansas
Institute for Adult Studies

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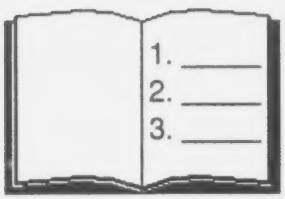

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Introduction

The *Procedural Guide to Accommodating Adults with Disabilities* is a sequential model. While the *Guide* primarily is intended for use by adult education practitioners and volunteers, service providers, case workers, educators and employers in other settings may find it useful.

The purpose of the *Guide* is to provide a framework and sequence for working jointly with adult learners to -

- confirm their disability,
- assess their functional needs,
- select appropriate accommodations,
- provide instruction for using accommodation(s), and
- monitor accommodation effectiveness.

In addition to procedural information, the *Guide* contains instructor tips, overhead masters, sample forms, and interview protocols (initial pages of protocols are given here for a reference, while the complete sets of protocols are located in the "Duplication Masters" packet of the Notebook).

The *Guide* was developed in response to the needs expressed by adult educators in statewide and national surveys, including information about different kinds of accommodations, strategies for selecting accommodations, and information on different types of disabilities and functional needs. The *Guide* incorporates both legal requirements and occupational therapy strategies in presenting practical information on how to work with adult learners with disabilities who might benefit from the use of accommodations.

The *Guide* should be used as a reference in developing enrollment materials, working one on one with learners, and learning about various accommodation strategies. The materials can be used whenever direction is needed in any aspect of disability confirmation, functional needs assessment, or accommodation selection, usage, or monitoring.

Not all parts of the Guide will be used with each student. Rather, adult educators should adapt those parts of the *Guide* that are relevant on an as needed basis.

Summary of Accommodation Model

Use this page as a quick reference

Disability Confirmation Component

Step 1 Explain disability, associated rights, and responsibilities
Step 2 Obtain disability documentation
Step 3 Review disability documentation

Functional Needs Assessment Component

Step 1 Complete the *Functional Needs Interview*
Step 2 Identify previous approaches or accommodations for meeting goals

Accommodation Selection Component

Step 1 Identify the learner's goals
Step 2 Review and prioritize the learner's goals
Step 3 Identify strengths and resources available to the learner
Step 4 Identify possible accommodations using matrix
Step 5 Identify the pros and cons of each accommodation (using the accommodation characteristics list)
Step 6 Learner selects accommodation(s)
Step 7 Verify the selected accommodation(s)

Accommodation Usage Component

Step 1 Acquire needed devices or materials for the accommodation(s)
Step 2 Instruct the learner in using the accommodation(s)

Accommodation Monitoring Component

Step 1 Gather qualitative and quantitative information that describes the results of accommodation(s)
Step 2 Discuss the results of using the accommodation(s) with the learner
Step 3 Record progress of accommodation usage
Step 4 Plan next steps

Disability Confirmation Component

Necessary Information:

Documentation of disability (e.g., evaluations, psychologists' and/or physicians' reports, school records, or test protocols)

Steps:

1) Explain disability, associated rights, and responsibilities
2) Obtain disability documentation
3) Review disability documentation

Results:

1) Disability is confirmed
2) Required additional information is identified and release of information forms are completed

Component Materials List:

Possible enrollment questions
Community resources for confirming learning disabilities
Sample release form

Notes

Introduction

Disability confirmation is the initial component of the Accommodations Model. The intent of this component is to provide the adult educator with the information needed to verify if the learner has a disability. In actual practice, the educator may complete this component as a first step to accommodations or may find documentation can be completed later. Completing this component depends largely on the efforts of the learner and awareness of his or her disability, goals, and needs. The relationship or rapport between the learner and instructor is also important because this component sometimes requires a discussion of personal and confidential information.

Questions and Answers

Q: What are adult educators' legal responsibilities?

A: Adult educators should understand their **legal obligations** in this component. At this time, case law has not addressed adult education per se but other legal precedents are relevant. Prevailing opinion is if program staff has reason to believe a person has a disability, the staff must make a good faith effort to notify the learner of relevant rights and responsibilities, including information about disability determination and accommodations.

Q: Do school districts have a responsibility for identifying learners with disabilities?

A: Local school districts have an obligation to evaluate a person for possible disabilities if the person is under 22 years of age, has not graduated, and is suspected of having a disability. This responsibility is identified in Federal legislation; it is not a state or local option. Several persons have reported that school districts have been reluctant to accept this responsibility because of the additional burden it poses for their staffs. The responsibility, however, resides with a school district. You might advocate on your learner's behalf to the school district. (On the following page is a letter from Kansas State Department of Education staff that explains to school district staff their responsibilities under the law. Other states may have similar guidelines.)

To: Special Education Directors and Adult Basic Education Directors
From: Michael L. Remus, Director, Student Support Services
Subject: Evaluation of Out-of-School Youths
Date: August 29, 1997

This memo is to address the issue of serving out-of-school-youths who are in Adult Basic Education programs (ABE). One issue is the question of whether local education agencies (LEA) are required to do a comprehensive evaluation of youths enrolled in ABE programs. The second issue is whether youths receiving special education services may also receive services in an adult basic education program.

The answer to the first question is found in the federal regulations in a note attached to the child find requirement in 34 CFR § 300.220. The note states the regulation means that "the LEA is responsible for ensuring that all children with disabilities within its jurisdiction are identified, located, and evaluated, including children in all **public and private agencies** and institution within that jurisdiction." This means that youths who have not graduated, are under the age of 22, suspected of having a disability and enrolled in an adult basic education program, must be evaluated by the LEA if a disability is indicated.

The answer to the second issue, while more complex, is also covered by federal and state regulations. K.S.A. 72-4517 (f) defines persons eligible for enrollment in an adult basic education program as "persons who (1) have attained the age of sixteen; (2) have not graduated from high school and have not been recognized as having achieved an equivalent level of education; and (3) are not now regularly enrolled in school." Thus, a student "regularly enrolled in school" cannot also be enrolled as an adult basic education student. However, where it is determined by an individualized education program (IEP) team that adult education services are appropriate for a youth, the youth could attend adult education classes in accordance with his or her IEP.

If the LEA in which the student is enrolled as a special education student also provides the adult basic education services, the LEA would need to continue to count the student as a student with disabilities for state equalization aid and federal IDEA Part B funding. The student would not be counted as a person enrolled in the adult basic education program.

If the adult education services are to be provided through a program not affiliated with the student's school district, the LEA would have to contract with the ABE program for provision of the adult basic education services. The contract would specify that the school district would continue to count the student for the state equalization aid and IDEA Part B funds, but the student would not be counted for federal and state adult basic education funds. The contract would further specify the adult basic education services to be provided and the cost of those services. With this contract the student would receive the adult basic education services needed and still be eligible for special education and related services because he/she is still enrolled in a public school.

When a youth already enrolled in an adult basic education program is found to need special education or related services, the youth would need to terminate enrollment from the ABE program and enroll in the LEA. The youth would then receive special education services through the LEA and the LEA would contract, if necessary, with the ABE program to continue providing appropriate adult education services. In many cases, the student may obtain needed credits throughout the ABE program while receiving such services as consultation, counseling, and transition from the LEA.

Q: Are schools and adult education programs required to provide accommodations?

A: If a disability is confirmed with supporting documentation, the program is legally obliged to provide needed accommodations for the learner. Adult educators are likely to be interested in providing accommodations for anyone who needs help. When a disability is obvious and the needed accommodation is readily achievable, no documentation may be required. Examples might include a person using a wheelchair who requests that a desk be raised or a person with obvious arthritis who requests pencils with rubber grips. Some accommodations may have a significant cost, however, and verifying a disability may be important. With verification, you are also better prepared to deal with questions raised by other learners about the basis for deciding who receives accommodations.

Q: Why is verifying a disability important to a learner?

A: Verifying a disability may be important in other situations than just adult education. Adult learners will need disability verification for accommodations on some state or national tests (e.g., GED, SAT, LSAT, ACT or GMAT) or local entrance tests for vocational or technical schools. Another situation that requires disability verification is when people seek entrance to or accommodations in postsecondary settings. For example, to have special testing accommodations or instructional modifications, verification of a disability would be necessary. The employment setting is another situation in which people may ask for accommodations related to their work. In such cases, an employer may ask for relevant disability information.

Q: How could a program benefit from the documentation?

A: Just as learners benefit from documenting their disabilities, program staff also benefit. For example, disability verification may include relevant information about a learner's functional performance and previous accommodations. In addition, learners who are clients of other agencies (e.g., vocational rehabilitation, social and welfare services, or independent living centers) may receive assistive devices needed for accommodations from that agency. Such an agency requires disability confirmation and may have needed information readily available. Accommodating learners will increase their success and retention in the program.

In some cases, obtaining documentation may take several weeks or even months. Do not withhold services if confirmation is not readily available. Rather, begin taking whatever steps are possible until confirmation can be obtained.

Step 1: Explain disability, associated rights, and responsibilities

A reasonable assumption is that many persons who seek assistance in adult education are unaware that Federal legislation (e.g., the *Americans with Disabilities Act (ADA)* and *Individuals with Disabilities Education Act (IDEA)*) offers certain protections and entitlements to persons with disabilities. Explaining information on legal rights and responsibilities to learners is the first step in disability confirmation.

As part of the program enrollment or orientation process, information about disabilities, rights, and responsibilities should be explained to learners. The explanation should incorporate both written materials and an oral discussion that encourages learners to ask questions.

Learners may not immediately identify their disability. Even when prompted about a possible disability, a learner may not indicate history of or a current disability-related problem. Over time, instructors may observe the individual and review completed work to learn about previous disability determination (e.g., "Reading seems so difficult for you. Do you remember learning to read in earlier school experiences? Have you been tested about your reading?). Multiple problems may be associated with waiting for instructor prompts, including: dependence on learner failure; lost time; learners may leave program because of failure; the instructor may not notice the problem(s).

The following pages include a sample script and a two page handout or overhead that may be useful in explaining legal rights and responsibilities associated with disabilities. These items are also provided in the "Duplication Masters" packet for your convenience.

Explanation of Learner Rights and Responsibilities

This section provides additional information about the legal protection of individuals with disabilities or for individuals treated as if they had a disability. The following script (in bold) might be used to explain legal protection to learners during an enrollment or orientation activity. Distribute copies of the Legal Rights and Responsibilities Reference Sheet (following pages) to learners for this presentation.

Some of you may want to complete technical college, job-related, or GED exams. Is anyone planning to get their GED?

Did you know you can sometimes have accommodations such as extended time or testing in a separate room to complete the exams?

Individuals with disabilities have legal protections that include the right to accommodations in instruction and testing.

An accommodation helps a person with a disability get a fair chance to succeed.

We will quickly review those rights because they may apply to some of you. Some of your rights in this program are designated by federal law. Those rights are included on this page.

(Display overhead). Review rights with them and then responsibilities.

Most important among your responsibilities is that you let us know if you have a disability and believe you would benefit from any accommodations.

If you are entitled to an accommodation, we want to know as soon as possible so we can plan an accommodation for your assessments, instruction.

Grant Award Acknowledgment

These pages regarding the rights and responsibilities for persons with disabilities were developed on a grant awarded to the University of Kansas, Center for Research on Learning. The project title was "The Development and Validation of a GED Proficiency Attainment Model for Students with Learning Disabilities and Severe Emotional Disabilities." PR/Award Number H023P30008. Daryl Mellard and David Scanlon were KU staff working on the project, which was 100% Federally funded through the US Department of Education, Office of Special Education Programs. The grant period was 1/1/94 through 12/31/97. Total funding was $812,127.

Rights and Responsibilities for Persons with Disabilities

We are committed to meeting the requirements of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. As part of our commitment, we want to ensure your rights and responsibilities are understood and avoid any discrimination in services to you.

LEARNER RIGHTS

- Some free adult education services
- Staff meets needs of students with a disability
- No discrimination
- Use of barrier-free facilities
- Evaluation for appropriate placement
- Accommodations, modifications, or auxiliary aids during learning and tests

LEARNER RESPONSIBILITIES

- Self-identify as having a disability if you seek accommodations
- Request services (your choice)
- Document your disability through testing and assessment reports by professionals such as a physician, educational counselor, psychologist, special education teacher, or rehabilitation counselor

ACCOMMODATIONS

Some of these accommodations may be appropriate for you:

- Class and test settings free from interruptions and distractions
- Extra time for testing and learning
- Aids for students with impaired sensory, manual, or speaking skills, to be used in the school environment

  Examples:

Hearing Disability	~ written instructions/information
	~ oral or sign language interpreters
	~ Assistive Listening Devices (ALD)
Visual Disability	~ readers
	~ taped text
	~ large print text
	~ Braille text
	~ taped, typed, or dictated test answers
Manual/Physical Disability	~ note-takers
	~ adapted classroom equipment
	~ architectural accessibility
Learning Disability	~ note-takers
	~ repeated instructions/directions
	~ quiet room without auditory or visual distractions
	~ taped or typed answers
	~ individual testing
	~ extended time

The program's enrollment materials may include questions about disabilities. Adult education programs can include items that ask the individual to identify a current disability or history of a disability. Below are some questions that could be included on an enrollment form.

Instructor Tips

1) Learners may not make a connection between special education experiences in school and having a disability. Therefore, ask learners if they had special teachers or testing when they were in school.

2) Ask learners for copies of reports from teachers, psychologists, or doctors that were important to their schooling. Even grade cards may contain information about special class placements.

3) Inquire if learners are clients of vocational rehabilitation or receive Supplemental Security Income (SSI) or Social Security Disability Income (SSDI) as these programs are for persons with disabilities. Though you may find a learner has a disability, remember that not all persons with disabilities need an accommodation in adult education.

4) While the initial presentation about disability rights and responsibilities may be in a group format, subsequent questions should be in a private setting, assuring confidentiality and a trusting relationship with staff.

5) Remind learners all disability information is voluntary and confidential. Learners do not need to disclose a disability but access to accommodations often requires disclosure.

Adult education programs conduct enrollment and orientation in various formats. In some programs, the format is group enrollment in which everyone completes the enrollment materials together. Other programs may have an individual complete the required paperwork and review it with an instructor. While general information about disabilities can be provided in a group setting, individual queries with a learner should be done separately. Reviewing disability information in a confidential setting is important.

Possible Enrollment Questions

1) Do you have any special needs we should know?
2) Are there any reasons why this program may be difficult for you?
3) Do you have any limitations we should know to better help you?
4) Do you have any health-related problems we should know to better help you?
5) Were you in special education or related services in school?
6) Have you been diagnosed as having a disability?
7) Do you think you may have a learning disability?

Step 2: Obtain disability documentation

Some learners may have copies of materials that document their disabilities. These copies are important for verification. Similarly, documents are useful and most often necessary when requesting accommodations in an employment or postsecondary setting or from an outside agency (e.g., the GED Testing Service). While local adult education programs may not encounter difficulties when accommodating learners, other agencies, postsecondary settings, or employers may want extensive documentation.

Have learner(s) sign a **consent form** (see next page) that allows the adult education program to obtain copies of materials that verify a disability.

Instructor Tips

1) Give learners a copy of signed consent form(s) for their records.

2) Do not assume one consent form will be sufficient. You will need a separate consent form for each agency (e.g., social security administration, schools, psychologists, counselors, case workers, physician clinics, mental health agencies, and hospitals).

3) Learners can only give informed consent when the consent forms include a description of the information you are requesting.

4) Informed consent also means learners know how the information will be used and who will have access to the information.

6) The GED Testing Service has special forms for documenting disabilities and requesting accommodations. Different forms are required for different disabilities. Reviewing the appropriate form with the learner provides an opportunity to show how the information may be helpful to the learner. (See a completed form in Implementation section.)

On the consent form, be as specific as possible about the information requested (e.g., reports and test scores). For medical disabilities, a physician's diagnosis is typically sufficient. Some other disabilities may require the results of educational and psychological testing for verification. Such disabilities include psychological disabilities, learning disabilities, developmental disabilities, and attention deficit disorders. For educational disabilities, request scores on intelligence, aptitude, achievement, language, and motor tests. If you know the names of tests, identify them by name. This information is helpful if someone else has to verify a disability. For example, if an examinee requests an accommodation on the GED, results of the evaluation(s) are typically requested. (See an example of a GED accommodation request on pages 38-39 of the Implementation Section.)

Sample Consent Form

(see completed examples in Implementation section)

"Name of Program"
Consent to Release Records

Adult Learner _____ Birth Date _____ Social Security Number _____

I hereby give my permission for the Adult Learning Center to release or obtain information or records that pertain to my course of study and/or to accommodations or equipment that may be useful for me.

The following records or information may be gathered:

Records:	**Source:**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

I understand that I may discontinue this agreement at any time by simply informing the Adult Learning Center that they no longer have my permission to disclose or obtain information about me.

Expiration date* (specify if desired): _____

Comments:

(Here you may want to reiterate that you want only records directly relevant to confirming a disability and/or documenting past usage of accommodations, assistive technology, or adaptive equipment.)

Signed: _____ Date: _____

* This release form expires one year from date of signing, unless otherwise specified

On the consent form, emphasize your request not only for documents related to disability verification but also information about disability interventions, especially accommodations that were used. Information about interventions may be included in records such as Individual Educational Plans, Individual Transition Plans, or progress records and may be relevant to planning accommodations at the adult education center. Distinguish between accommodations that were *used*, not just *recommended*. Needed accommodations may change depending on context. Therefore, what was needed and recommended could change in the adult education context.

The program staff has legal responsibilities regarding identifiable information. Documentation of disability information must be kept in a secure location with restricted access just as other confidential information is secured (e.g., enrollment information).

Step 3: Review disability documentation

Review the records with the learner to verify materials were received. This review will give you and the learner a basis for further discussions about goals and how they might be reached.

Identify and record the documented disability in the learner's records with enough detail so anyone making a subsequent inquiry will have sufficient information (e.g., name, address, and type of records) for obtaining comparable materials. Recording disability information on the enrollment form is helpful. Enrollment forms provide a summary of information that is included in state and federal reports, which frequently collect information regarding the number of persons with disabilities.

A cautionary note for adult educators is also appropriate. Disability confirmation is very different from reviewing the records or test results of a comprehensive psychological or educational evaluation. Few adult educators have sufficient training or experience to determine if a disability exists. Do not get trapped into making determinations unless you have commensurate training and experience. The intent is to record information about a disability someone else assessed as impairing a major life activity (e.g., learning, walking, working, etc.).

Instructor Tips

1) Review documentation to ensure no statements are included prohibiting review by the learner.
2) Some state departments collect information about the number of learners who have verified disabilities. Record information so an accurate report can be made.
3) Results from a single test are often insufficient for determining whether a disability exists. Thus, try to get copies of all assessments that have been performed before determining accommodations.
4) Physical and sensory disabilities are typically determined by physicians' assessments. A physician is likely to share the diagnosis, not the results of multiple assessments. In general, your concern is the educational implications of the diagnosis, not the test results.
5) Neither *Section 504* nor the *ADA* delineate the documentation that may be requested for determining a learner's disability. As a rule, requests for documentation should be **reasonable and necessary**.

Test results may be sketchy or unavailable for many learners. The documentation may be insufficient for deciding whether a disability was determined. In this case, other records or additional assessments may be necessary. To seek additional testing, identify appropriately trained professional staff in the community who have credentials for testing and interpretation. Staff might find it helpful to contact community agencies for names of resources (see list on following page.). The resources might be listed on a page that could be shared with learners. Additional agencies and services are also listed in the *Compendium of Resources and Materials*.

The next step in determining accommodations is an informal assessment. This assessment is completed in the second component.

Community Resources for Confirming Learning Disabilities

Specific learning disabilities occur more often than you might think. They make reading, writing, and arithmetic very difficult for some people. For other people, a learning disability makes communication and comprehension very difficult. A number of people in most communities can help with learning disabilities. They can help with testing for learning disabilities and finding services.

Who can help?

1. For the person under the age of 22 and who did not complete high school, the school district provides free testing if a disability is suspected. Prepare to explain why a disability is suspected.

2. Check with the local office of vocational rehabilitation. In the phone book, the white pages listing would likely be "Kansas, State of — Vocational Rehabilitation Services." If guidelines are met, testing is free.

3. A psychologist working for the school district may help. Fees for such an evaluation are usually very reasonable. The school district staff has names of local school psychologists.

4. The community mental health agency would include staff who complete testing for learning disabilities.

5. If a college or university is nearby, training programs in areas such as school psychology, clinical psychology, and counseling psychology have students who need to practice testing under supervision of a faculty member.

6. Some employers have services to assist employees with testing for disabilities.

7. Some communities have psychologists in private practice who might complete testing for learning disabilities.

8. If the local or regional hospital provides mental health services, staff members could complete the testing.

9. Several organizations may be able to help locate assessment services. They include the Learning Disabilities Association of America or the Orton Dyslexia Society. Check for a local chapter.

This listing is not complete but will provide some ideas for the testing of learning disabilities.

Functional Needs Assessment Component

Necessary Information:

Descriptions of tasks and environments in which the person needs to function

Steps:

1) Complete the *Functional Needs Interview*
2) Identify previous approaches or accommodations for meeting goals

Results:

Current performance levels are documented

Component Materials List:

Functional Needs Interview: Interviewer Protocol
Functional Needs Interview: Learner Protocol
Learner Questionnaire (2-page)
Functional Needs Interview Guide

Notes

Introduction

In the last component information about the learner's disability was documented. With the Functional Needs Assessment Component, the adult educator can determine how the disability might influence the learner's goals. The activities in this component focus on assessment of the learner's areas of **difficulties that inhibit goal attainment.** In this assessment, information about learner's previous experiences in meeting goals are reviewed and needs assessed. The assessment is completed using the *Functional Needs Interview.*

Additional information is provided in this component about the functional impact of various disabilities. Extensive publications, including monthly journals and professional books, are published about various disabilities. These few pages have some basic information to serve as an overview to disabilities. Specific information can be obtained through various resources listed in the *Compendium on Resources and Materials.*

Questions and Answers

Q: Will I complete a *Functional Needs Interview* with all learners?

A: Not every learner needs an interview. Use the interview for learners whose disabilities create problem areas in the adult education environment.

Q: Do I complete the entire interview?

A: Not all parts of the interview will be used for all learners. The interview is meant to be selective, so use a section whenever applicable. For example, general problem areas or work areas may be apparent. Thus, focus on those areas in the interview. The interview is not meant to replace what you know, but is useful when you lack information about the specifics of a disability, and to open a dialogue with the learner.

Q: Where do I find a copy of the interview?

A: The first page of *Functional Needs Interview Protocols* for the interviewer and learner along with the *Learner Questionnaire* can be found in the next section. (See "Duplication Masters" packet for entire *Protocols.*)

Instructor Tip

In the national field test several sites allowed the learners to fill out the interview form independently. We do **NOT** recommend that the *interview* be used as a written *questionnaire* completed by the learner. The interview was designed to promote a dialogue between the educator and learner, and learners often have difficulty interpreting the nature of a particular question without follow-up questions or rephrasing. In addition, those with reading or writing challenges may become frustrated and/or unable to provide potentially valuable information in this format.

Use of the two-page *Learner Questionnaire* is necessary, follow the questionnaire with a discussion between educator and learner. Clarification and affirmation of the written information provided by the learner are essential steps in the accommodation selection process.

Q: When would I use the Questionnaire for Learner?

A: The Questionnaire was designed for program staff who feel unable to complete the *Functional Needs Interview* as it was designed, i.e., as an interview. The Questionnaire contains information similar to the first page of the *Functional Needs Interview.*

Q: What if the learner gives all "no" or all "yes" answers in the initial questions on the *Functional Needs Interview*?

A: Come back in a couple weeks or elicit information about only the greatest problem areas.

Step 1: Complete the *Functional Needs Interview*

For most individuals with disabilities, the challenges they confront are not new. For example, the learner with a visual impairment is challenged in an adult education setting as he or she is elsewhere. Accommodating needs in the adult education program may require combining modifications familiar to the learner with some that may be unique to the learning environment.

Instructor Tip

A trusting and respectful relationship is important to a successful interview, especially when the interview covers personal issues such as problem areas, goals, and accommodations. The interview can build the relationship but has the potential to antagonize a learner. Therefore, assure the learner that information is confidential and desired only to assist him or her.

Step 2: Identify previous approaches or accommodations for meeting goals

As part of the interview, ask questions about approaches the learner used previously. Descriptions of these accommodations, regardless of outcome, are needed.

A list of common accommodations for specific functional needs might be useful in reviewing previous accommodations. (See list at the end of this section.) These accommodations may have been useful in the past, but they may not be the best for a learner's current goals and context. Unless you are certain the learner's reading skills are very good, you will need to find a way to review the list together. Giving examples of accommodations on the list may be helpful (e.g., abacus, scribe, recorder, communication board, voice recognition software, and compressed speech).

Instructor Tips

1) We have worked with many adult learners who could read words such as "accommodation," "legal responsibility," or "otherwise qualified" but did not comprehend them. Explain terminology as you proceed with the interview.

2) Keep a record of previous accommodations.

3) Request the learner's relevant instructional or assessment records to help you understand his/her functional skills related to desired goals.

This list is intended to help a learner recall past accommodations and provide ideas for new ones. As you review the list with a learner, he or she may realize modifications, alterations, assistive devices, etc. were used but did not consider them accommodations. This is important for planning subsequent accommodations.

Accommodations Review List

- Accept alternative forms of information sharing (demonstrations, taped instead of oral report, debates)
- Accept responses in demonstration or written format
- Adapt work surface (e.g. height)
- Adjust computer table heights
- Allow another learner to read material to learner before the learner is required to read
- Allow close placement in rooms
- Allow extra time to complete assignments
- Allow food in classroom
- Allow learner adequate time to acclimate to new areas, new staff, new learners
- Allow learner to bring support person to class when difficult changes are anticipated
- Allow learner to decide what task to do first, second, and third
- Allow learner to read/study at home, where equipment/technology is available that is not available in the classroom
- Allow learner to seek out different sources and intensities of light
- Allow learner to set up own schedule
- Allow learner to sit close to materials that must be viewed
- Allow learner to use a study partner
- Allow learner to wear brimmed cap to reduce glare
- Allow more time; avoid setting time limits
- Allow scribe or tape-recorder
- Allow student to stand up or lie down whenever necessary
- Allow the learner to type or use word processing
- Avoid lengthy periods of desk work
- Break work into smaller amounts
- Change door and aisle widths
- Color code keys on calculator or keypad
- Decrease the need to read handwritten materials, such as notes or comments
- Demonstrate tasks to be completed in small steps
- Eliminate background noise
- Encourage breaks and physical movement during breaks
- Encourage learner to change positions every 10-15 minutes to prevent pain and fatigue
- Encourage learner to wear comfortable clothes
- Enhance contrast of desk edges and other protruding objects with colored tape
- Enhance visibility of small objects with brightly colored tape
- Experiment with different writing utensils (felt tip pen, pen, pencil, oversized pencil)
- Free work area from distractions; use carrel or quiet corner

- Give explanations in small, distinct steps
- Give extra response time
- Have audio-taped presentation of items or for recording responses
- Have group discussions in a semicircle so hearing impaired can see everyone
- Have learner chew gum, licorice, lollipops
- Have learner repeat directions orally, or use a written clue
- Have learner sit close to the teacher, far from the window, in a study carrel, or near a quiet corner
- Have learner work with a partner who will cue learner to stay on task
- Help learner know what to expect, outline day's plan
- Help learner set time goals for each task
- If student is unable to maintain comfort in class, allow work at home, checking in by phone, or weekly/biweekly at center
- Keep materials in file folder
- Keep room arrangement constant, unless change is required for better access
- List assignments with instructions on the blackboard
- Lower lights, adjust room temperature
- Organizational aids (i.e., cue cards)
- Post daily routine, discuss changes as soon as possible
- Provide a checklist of assignments
- Provide a talking calculator
- Provide adjustable lamp, lighting
- Provide an alphabet chart (manuscript and cursive styles)
- Provide an assistant to read and/or tape items
- Provide an interpreter
- Provide checklists for assignments
- Provide clear, predictable break between two activities
- Provide shorter assignments
- Provide slate and stylus or brailler for Braille writing
- Provide specified time frame for task completion
- Provide speech synthesis for reading on the computer screen
- Provide visual cues (such as flashing lights for timed tasks)
- Provide written copy of oral directions and lectures
- Provide yellow acetate overlays or other yellow filter (to enhance print contrast)
- Refer for low vision treatment
- Require less writing
- Rewrite the student's text
- Shortened work intervals
- Specify time frame to complete task; use a timer
- Stand directly in front of a learner who is lip reading
- Store cords and other hindrances away from traveled areas
- Tape the material and allow reading along
- Teach alternate methods of holding the writing utensil
- Teach layout of the classroom; provide Braille maps of facilities
- Teach learner to make cue notes

- Teach mnemonic strategies
- Teach typing and word processing skills
- Try different writing surfaces such as different types of paper, more than one layer, or sandpaper underneath paper
- Use a backpack or briefcase to keep things together
- Use a computer to track materials and assignments
- Use a computer with a larger display
- Use a computer with speech recognition capabilities
- Use a microphone/amplifier combination
- Use a notebook to keep track of materials and assignments
- Use a paper stabilizing device (tape)
- Use a timer
- Use a typoscope when reading
- Use adapted computer capabilities, such as Zoom Text
- Use adaptive devices such as grips, rulers, guides, paper with raised lines, or universal cuff
- Use a communication board
- Use an abacus
- Use appropriate magnification devices
- Use Braille texts
- Use carrel, earplugs
- Use color code or visual cue when correcting learners' papers
- Use compressed speech
- Use computer hardware such as key guard to prevent multiple simultaneous keystrokes
- Use computer software or calculator
- Use computer software such as voice recognition
- Use computer synthesized speech
- Use different kinds of chairs (beanbag, rocking, therapy ball)
- Use different types of input such as audio tapes
- Use earphones (if music decreases distractibility)
- Use fidget objects (paper clips, small balls) to relieve tension
- Use graph paper
- Use graph paper or wide lined paper
- Use large print
- Use large, bolded print texts and materials
- Use larger type face while word processing
- Use lumbar support chair, footstool
- Use manipulatives (e.g. blocks, cuisinaire rods)
- Use print scanner
- Use rocking chair for calming effect
- Use signing, lip reading, or an interpreter
- Use soft, relaxing music (if it is not distracting)
- Use sound absorbing surfaces
- Use step by step checklists for completing tasks
- Use white noise
- Work on only one subject at a time

Accommodations by Functional Need

Reading

- Rewrite the student's text
- Allow extra time
- Provide shorter assignments
- Allow another learner to read material to learner before the learner is required to read
- Use large print
- Use larger type face while word processing
- Encourage learner to use typoscope
- Tape the material and allow reading along
- Decrease the need to read handwritten materials, such as notes or comments
- Provide a talking calculator
- Allow learner to seek out different sources and intensities of light
- Provide speech synthesis for reading on the computer screen

Accessing Information with Low Vision

- Refer for low vision treatment
- Use appropriate magnification devices
- Use large, bolded print texts and materials
- Allow extra time
- Provide typoscope
- Allow learner to sit close to materials that must be viewed
- Provide yellow acetate overlays or other yellow filter (to enhance print contrast)
- Provide an assistant to read and/or tape items
- Have audio-taped presentation of items
- Use of a computer with a larger display
- Color code keys on calculator or keypad
- Use adapted computer capabilities, such as Zoom Text
- Allow learner to seek out different sources and intensities of light
- Provide adjustable lamp, lighting
- Allow learner to wear brimmed cap to reduce glare
- Use of a computer with speech recognition capabilities

Accessing Information with No Vision

- Use Braille texts
- Provide slate and stylus or brailler for Braille writing
- Allow learner to read/study at home, where equipment/technology is available that is *not* available in the classroom
- Provide an assistant to read and/or tape items
- Have audio-taped presentation of items or for recording responses
- Use of a computer with speech recognition capabilities
- Use print scanner

Handwriting

- Provide an alphabet chart
- Teach alternate methods of holding the writing utensil
- Use adaptive devices such as grips, rulers, guides, paper with raised lines, or universal cuff
- Use a paper stabilizing device (e.g., Scotch tape)
- Allow the learner to type or use word processing
- Use computer software such as voice recognition
- Use computer hardware such as key guard to prevent multiple simultaneous keystrokes
- Experiment with different writing utensils (felt tip pen, pen, pencil, oversized pencil)
- Try different writing surfaces such as different types of paper, more than one layer, or sandpaper underneath paper
- Use graph paper or wide lined paper
- Adapt work surface (e.g. height)
- Allow more time; avoid setting time limits
- Have shortened work intervals; encourage breaks
- Allow scribe or tape-recorder

Require less writing

Solving Math Problems

- Have smaller tasks
- Use manipulatives (e.g. blocks, cuisinaire rods)
- Allow extra time
- Have shortened work intervals
- Use an abacus
- Use computer software or calculator
- Use graph paper
- Use lined paper oriented vertically

Remembering

- Teach learner to make cue notes
- Write all assignments in assignment book
- Use step by step checklists for completing tasks
- Demonstrate tasks to be completed in small steps
- List assignments with instructions on the blackboard

Paying Attention to Oral Directions

- Give explanations in small, distinct steps
- Provide written copy of oral directions and lectures
- Provide visual cues on chalkboard or overhead
- Have learner repeat directions orally, or use a written clue

Attention to Task

- Free work area from distractions; use carrel or quiet corner
- Use sound absorbing surfaces
- Allow more time to complete assignments
- Use a typoscope when reading
- Use different types of input such as audio tapes
- Avoid lengthy periods of desk work
- Specify time frame to complete task; use a timer
- Encourage breaks and physical movement during breaks
- Have learner work with a partner who will cue learner to stay on task

Use white noise

Getting Started

- Break work into smaller amounts
- Allow learner to decide what task to do first, second, third
- Help learner set time goals for each task
- Help learner develop a checklist for each step of the task
- Assign peer coaches
- Use a timer

Staying on Track

- Provide specified time frame for task completion
- Provide checklists for assignments
- Use carrel, earplugs
- Use earphones (if music decreases distractibility)
- Use a typoscope if learner is distractible while reading

Staying Organized

- Use mnemonics
- Use a notebook to keep track of materials and assignments
- Use color code or visual cue when correcting learners' papers
- Keep materials in file folder
- Work on only one subject at a time
- Provide a checklist of assignments
- Use a backpack or briefcase to keep things together
- Use a computer to track materials and assignments

Dealing with Change

- Help learner know what to expect, outline day's plan
- Post daily routine, discuss changes as soon as possible
- Allow learner adequate time to acclimate to new areas, new staff, new learners
- Provide clear, predictable break between two activities
- Allow learner to bring support person to class when difficult changes are anticipated

Frustration

- Have shortened work intervals
- Allow more time for tasks
- Set up break times; allow physical movement during breaks
- Use rocking chair for calming effect
- use soft, relaxing music (if it is not distracting)
- Use study carrel to decrease distraction
- Allow learner to set up own schedule

Accessing Information with Impaired Hearing

- Provide written copy of oral directions and lectures
- Use a microphone/amplifier combination
- Provide visual cues (such as flashing lights for timed tasks)
- Allow close placement in rooms
- Stand directly in front of learner
- Provide an interpreter
- Use compressed speech
- Eliminate background noise

Accessing Information with No Hearing

- Provide written copy of oral directions and lectures
- Use signing, lip reading, or an interpreter
- Provide visual cues on chalkboard or overhead
- Have group discussions in a semicircle so hearing impaired can see everyone
- Stand directly under the learner who is lip reading

Accessing Facilities with Low or No Vision

- Teach layout of the classroom; provide Braille maps of facilities
- Enhance visibility of small objects with brightly colored tape
- Keep room arrangement constant, unless change is required for better access
- Enhance contrast of desk edges and other protruding objects with colored tape
- Store cords and other hindrances away from traveled areas

Expressing Self Verbally

- Accept alternative forms of information sharing (demonstrations, taped instead of oral report, debates)
- Give extra response time
- Use computer synthesized speech
- Communication board
- Use signing or an interpreter
- Accept responses in demonstration or written format
- Organizational aids (i.e., cue cards)
- Allow learner to use a study partner

Accessing Facilities in a Wheelchair

- Adjust computer table heights
- Change door and aisle widths
- Store cords and other hindrances away from traveled areas

Sitting Tolerance: Sitting Increases Agitation and Distraction From Task

- Use fidget objects (paper clips, small balls) to relieve tension
- Allow food in classroom
- Have learner chew gum, licorice, lollipops
- Encourage learner to wear comfortable clothes
- Use different kinds of chairs (beanbag, rocking, therapy ball)
- Have learner sit close to the teacher, far from the window, in a study carrel, or near a quiet corner
- Lower lights, adjust room temperature
- Encourage breaks; encourage physical movement during breaks

Sitting Tolerance: Sitting Causes Pain or Fatigue

- Allow student to stand up or lie down whenever necessary
- Allow extra time to complete assignments
- Use lumbar support chair, footstool
- If student is unable to maintain comfort in class, allow work at home, checking in by phone, or weekly/biweekly at center
- Encourage learner to change positions every 10-15 minutes to prevent pain and fatigue

Disabilities and Possible Challenges in the Learning Environment

It is unrealistic—and unnecessary—to believe an adult educator can or should become an "expert" in all aspects of a disability in order to provide a learner the best academic environment. Focus instead on "essential classroom functions"—necessary tasks and interactions the learner will encounter in your setting that must be negotiated to be successful.

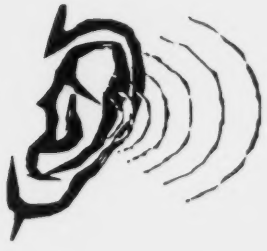
Disability and assessment issues must be discussed openly with the learner. Adult educators should feel a strong imperative to complete this task. The learner's constellation of strengths and challenges will be unique; no two learners with the same disability will face the classroom in the same way. The *ADA Handbook* warns: "public entities are required to ensure that their actions are based on facts applicable to individuals and not on presumptions as to what a class of individuals with disabilities can or cannot do."

The following lists are provided to give examples of challenges learners with disabilities may face in the classroom setting. The issues addressed coincide with the questions on the *Functional Needs Interview* so you can target the issues a learner may be confronting in your setting.

Vision Loss

- Reading regular size print (or reading any print at all if one has little or no vision)
- Reading without good reading light
- Seeing detail (such as print) without good contrast
- Following a line of print without losing one's place or finding the next line
- Reading so slowly that context is lost
- Writing legibly, especially with standard pens or pencils (or writing at all if one has little or no vision)
- Dealing with glare (often much more sensitive than those without vision loss)
- Moving around the classroom without bumping into objects or tripping over cords, etc. that are of low contrast
- Knowing who is addressed in a conversation, especially when in a room with many people

Hearing Loss



- Hearing directions, explanations, etc. given by the educator
- Hearing questions, comments, etc. offered by other learners
- Hearing only part of what is going on; misunderstanding what is said
- Dealing with ambient noise in the classroom
- Communicating wants and needs verbally (depending on the extent and onset of the hearing loss)
- Speaking more loudly than necessary
- Writing with proper sentence structure, grammar, etc. (depending on the duration and extent of the hearing loss)
- Communicating by telephone
- Frustration, fatigue, or stress due to straining to hear

Mental or Emotional Disabilities

- Concentrating for an extended period of time
- Feeling restless
- Feeling anxious or withdrawn
- Getting started on tasks
- Feeling frustrated
- Dealing with changes in the classroom setting
- Staying on task
- Interacting with others
- Displaying unusual repetitive physical behaviors or verbalization

Recovery from Substance Abuse

- Memory Loss
- Cognitive impairments (which can mimic some of the difficulties experienced by those with learning disabilities)
- Attending class on a fixed schedule—may need flexibility to attend therapy sessions and find alternate transportation (if license has been re evoked)
- Difficulty dealing with loosely structured tasks and settings
- Staying on task or working toward goals without frequent and regular reminders or reviews

Attention Deficit-Hyperactivity Disorder (ADHD)

- Attending to and staying on task
- Getting started
- Sitting to complete a task or sitting without becoming restless or fidgety
- Dealing with frustration/becoming frustrated easily
- Staying organized
- Getting along with other learners
- Controlling impulsiveness

Attention Deficit Disorder (ADD)

- Attending to and staying on task
- Staying organized
- Getting started and/or staying on task

Learning Disability

- Strong preference of one or more academic areas over others
- Word recognition
- Reading comprehension
- Listening comprehension
- Math calculations
- Math reasoning tasks
- Understanding written information
- Written expression
- Oral language expression
- Monitoring performance
- Remembering information
- Understanding auditory information (such as verbal directions)
- Attending to only the relevant information
- Getting or staying organized
- Changing from one subject area to the next
- Getting started
- Social perception and interactions

Physical or Orthopedic Disabilities

- Walking
- Maintaining balance
- Sitting for a period of time without experiencing pain, discomfort or fatigue
- Writing
- Turning pages, lifting, or repositioning books and other materials, etc.
- Holding head upright or steady to read and write
- Expressing self verbally
- Stabilizing papers, books, etc.
- Staying on task without becoming fatigued or losing endurance

Head Injury or Stroke

Challenges vary widely, depending upon the location and extent of the injury

- Any of the challenges noted under "Physical/ Orthopedic Disabilities"
- Any of the challenges noted under "Vision Loss"
- Dealing with verbal language—speaking, understanding, reading, writing
- Remembering/retaining information
- Dealing with impulsiveness and low frustration tolerance
- Attending to task
- Getting started
- Handling change in the classroom

Systemic Conditions

This includes chronic health problems such as AIDS, asthma, cancer, diabetes, epilepsy, etc.

- Dealing with chronic or intermittent pain or discomfort
- Dealing with fatigue or low endurance
- Concentrating
- Attending classes during "flare-ups"
- Attending classes during certain times of the day
- Dealing with changes in behavior during medication adjustment periods
- Nausea, drowsiness, dry mouth or other side effects from medication

These lists should be used only for a general idea of the kinds of challenges that might be experienced. For example, a learner with diabetes may not experience any difficulty in the classroom related to that physical condition and may not ask for or need accommodations. Another learner with diabetes may experience problems dealing with symptoms and demonstrate a need for some adjustments in the classroom setting. Still another learner may have diabetes as well as a learning disability and will, thus, bring a different complement of strengths and challenges to the classroom.

In the *Compendium of Resources and Materials*, organizations and agencies are listed that provide additional information about the disability, possible referral sources, and resources.

Functional Needs Interview

The *Functional Needs Interview* is an individually administered assessment procedure. The interview is useful for assessing a learner's areas of difficulty and approaches to difficulties. Approaches include accommodations or other interventions previously used regardless of the outcome. The interview questions also elicit information about the learner's current approaches to successfully functioning in problem areas.

Upon completion of the interview, the learner and instructor will have a basis for planning appropriate interventions or other accommodation strategies.

Materials

Interviewer Protocol

A copy of this protocol is used with each learner completing the interview. The interviewer records the learner's responses on this protocol. The first page is included here - additional pages are in the "Duplication Masters" packet.

Learner Protocol

This protocol is given to the learner during the interview. No writing is done on this version and the interview questions are formatted so the learner can follow along. The first page is included here - additional pages are in the "Duplication Masters" packet.

Learner Questionnaire

This questionnaire is similar to the first page of both the *Interviewer Protocol* and the *Learner Protocol*. It is designed for program staff who feel unable to complete the *Functional Needs Interview* as it was specifically designed, i.e., as an actual interview. It is strongly recommended that you complete the interviews; not only will find that you obtain more information, but you will gain a greater rapport with the learner as well. This questionnaire consists of only two pages, which are given at the end of this section and are also available in the "Duplication Masters" packet. Remember to follow the questionnaire with an oral discussion between you and the learner.

Getting Started

Prior to working with learners, duplicate copies of the protocol pages so that they will be available. Have copies available for the examiner and the learner.

Rather than collating all of the pages, have the pages sorted so that the interviewer can easily select the relevant page (e.g., reading, doing math, staying on task, and so on).

Administration Directions

Step 1: Build rapport with the learner

The interview items request personal information from the learner. Since most persons are reluctant to discuss their limitations, good rapport with the learner is essential. Thus, you may need to interact with some learners over several occasions before rapport, mutual respect and trust are established. As a rule, the more different you are in values, norms for behavior, style of dress, language, culture, and expectations, the longer you will need in establishing rapport.

Step 2: Introduce the interview to the learner

Interviews should be conducted in an area so the learner has a reasonable expectation of confidentiality. If other instructors or learners are likely to hear the learner's answers, the answers may not be as honest.

Explain to the learner that in planning instruction and selecting curriculum, information about disabilities is very helpful.

The following text may be paraphrased to suit the learner:

I want to spend a little time with you talking about areas you want to work on to reach your goals. For some students with disabilities, we can provide accommodations or other means of instruction that can help with learning and testing.

I want to assure you our discussion is confidential and I will only share the information with instructors who will be working with you.

(Hand the learner a copy of the *Learner Protocol*) **Here's a copy of the information I want to talk to you about. I hope you will feel free to ask me about any questions you find confusing. Do you have any questions now?**

I will write the information on the copy that will stay with your records in our program. Are you ready?

Let's begin.

Read the questions on the *Interviewer Protocol*. Depending on the skill level of the learner, you may want to point to the question on the *Learner Protocol*.

Record responses in sufficient detail so another instructor would understand. As much as possible, use the learner's exact words. Do not record everything that is said, only relevant perceptions and facts are important.

Answer any questions the learner may have.

If you are unsure of a response, ask for clarification. One way to clarify is to paraphrase the answer and ask if you are correct.

Part 1

The learner is asked to identify work areas. Read through the entire list and check work areas the learner identifies.

Which of the following areas do we need to focus on to help you achieve your goals?

Part 2

If the learner indicated more than 3 work areas, you have two tasks. Help the learner decide on which areas to focus initial efforts, as you cannot plan and implement all accommodations at once. Accommodations may be needed in all areas but providing the accommodations may require you agree to a sequential order.

1) Read the list of items marked in part 1 to the learner.

2) Work with the learner to determine which work areas are most important. With this information, you will know where to begin providing accommodations. Use this information as a general guideline in planning your next steps. Realize a learner may change his or her mind for a variety of reasons.

After marking individual areas, go to the detailed questions for each area and ask those questions. For detail questions, give the learner the corresponding interview page

This page has some additional questions. Let's see what kinds of challenges you encounter in each area. This will help us when we need to think about choosing accommodations for you.

After answering the individual problem area questions, check whether new information reveals priorities in an area so you can begin focusing accommodations.

Remember to check for records relevant to the disability area such as previous assessments, Individual Educational Plans, or accommodation documentation.

Scoring	Scoring requires you to check for sufficient information in planning accommodations according to a learner's needs. No calculations are required nor are learners scored in such a way to compare one person with another.
Interpretation	The results of the interview are used to plan accommodations using the *Matrix of Accommodation Strategies* found at the end of this section.
Training Requirements	The *Functional Needs Interview* is intended for use with adult learners working in literacy and adult education programs. The interview has been developed so the instructor can learn to successfully administer the interview with the learners in the program. Learning to administer the interview can be accomplished by carefully reviewing the instructions and the interview protocols. **In your review of the instructions, notice that you would not use the interview with all of your learners and that the entire interview is not intended for administration with each learner.** The following reminders are provided to ensure that the interview yields valid information. • The structure of the interview is provided as a guide to economize the use of the interviewer's and learner's time. The order of questions can be changed to accommodate the learner's needs. • The wording of the items helps to focus the discussion on those aspects that are relevant to accommodations for learning and assessment but the items can be reworded to improve their understanding. • The information is confidential and thus, the interview should be conducted in a setting that protects the rights of the learner. Similarly, the protocols should be protected from review by others. Storage of the protocols with other confidential information may be inconvenient for ready access but is important for assuring the learner that the information will not become public.

- Read the entire directions for administration of the interview and become familiar with the protocol so that the interview will flow smoothly.
- Maintain an engaged approach with the learner, but be careful that your comments are supportive and not judgmental. You want the learner to feel comfortable in your discussion.
- Recall that the interview can be repeated as necessary. Some of the reasons that an interview might be repeated are that rapport was not as good as hoped, new information about the learner's disability became available, the learner's goals changed, or the instructional or performance demands changed.
- Follow-up questions can be important for eliciting information that will confirm your understanding of the learner's intent. Examples of follow-up questions include: Could you tell me more about that? What is an example of how you worked out an accommodation? What else should I know to help you with (describe the problem)? Be careful about not leading the learner to a particular answer or conclusion.
- In our pilot testing of the interview, we learned that phrasing the questions is very important to eliciting an appropriate answer, i.e., an answer that was on the topic of interest. Paraphrase the questions to assure their comprehension but also be cautious that the question still focuses on the content of interest. We found that we could too easily misdirect the learner and get answers that were not helpful in understanding the learner's goals, disability, or needed accommodations.

The next component helps the learner select an accommodation based on the information learned in this assessment component. Strengths and weaknesses of accommodations are discussed so an informed decision can be made.

Functional Needs Interview — Interviewer Protocol

Learner's Name: _____ Date: _____
Interviewer: _____

1. Which of the following areas do we need to work on to help you meet your goals? Please tell me all that apply to you.

_____ Reading (pages 2,3)
_____ Seeing things around the room (pages 2,3,)
_____ Writing/Spelling (page 4)
_____ Doing math (page 5)
_____ Paying attention (page 6)
_____ Staying on track (page 6)
_____ Getting used to changes in the classroom (page 6)
_____ Remembering (page 6)
_____ Getting frustrated (page 7)
_____ Hearing the teacher (page 8)
_____ Talking with the teacher and others (page 9)
_____ Getting my ideas across to the teachers and others (page 10)
_____ Getting into or around in the classroom (page 10)
_____ Sitting still or in one place for very long (page 11)

2. Are there any other areas in which you think you need help?_____
_____
_____

3. Did you have problems in these areas when you were in school?_____
_____
_____

4. Do you have any records from school or another agency (like an IEP or test information) or any other information from a teacher or a counselor?
_____
_____
_____

5. Are you taking any medications that might affect your school work, maybe medications that make you drowsy, thirsty or nauseated? _____
_____
_____

Functional Needs Interview — Learner Protocol

1. Which of the following areas do we need to work on to help you achieve your goals?

Work Areas:
Reading
Seeing things around the room
Writing/Spelling
Doing math
Paying attention
Staying on track
Getting used to changes in the classroom
Remembering
Getting frustrated
Hearing the teacher
Talking with the teacher and others
Getting my ideas across to the teachers and others
Getting into or around in the classroom
Sitting still or in one place for very long

2. Are there any other areas in which you think you need help?

3. Did you have problems in these areas when you were in school?

4. Do you have any records from school or another agency (like an IEP or test information) or any other information from a teacher or a counselor?

5. Are you taking any medications that might affect your school work, maybe medications that make you drowsy, thirsty or nauseated?

Learner Questionnaire

1. Which of the following areas do we need to work on to help you achieve your goals? Please check all that apply.

_____ **Reading** (Do you read very slowly or have difficulty seeing the words?

_____ **Seeing things around the room**, like the blackboard or posters.

_____ **Writing/Spelling** (Do you have problems like mixing up letters or writing very slowly?)

_____ **Doing math** (Do you get numbers out of order or get confused by word problems?)

_____ **Paying attention** (Is it hard for you to listen to the teacher for more than a few minutes?)

_____ **Staying on track** (Do you get bored or distracted easily?)

_____ **Getting used to changes in the classroom** (Do changes in the classroom make you uncomfortable?)

_____ **Remembering** (Is it hard to remember new things?)

_____ **Getting frustrated** (Do you get angry or upset when trying to learn?)

_____ **Hearing the teacher** (Do you get confused by noise around you, or is it hard for you to hear unless you sit near the person who is talking?)

_____ **Talking with the teacher and others** (Do you have trouble talking to people or having people understand you?)

_____ **Getting my ideas across** to the teachers and others

_____ **Getting into or around in the classroom** (Do you have trouble walking? Do you have trouble seeing things on the floor or in your path?)

_____ **Sitting still** or in one place for very long

2. Are there any other areas in which you think you need help?

_____

_____

3. Did you have problems in these areas when you were in school?

_____

_____

4. Do you have any records from school or another agency (like an IEP or test information) or any other information from a teacher or a counselor? _____

_____

_____

_____

5. Are you taking any medications that might affect your school work, maybe medications that make you drowsy, thirsty or nauseated?

_____

_____

Accommodation Selection Component

Necessary Information:

1) Functional needs assessment results
2) Learner goal statements

Steps:

1) Identify the learner's goals
2) Review and prioritize the learner's goals
3) Identify strengths and resources available to the learner
4) Identify possible accommodations using matrix
5) Identify pros and cons of each accommodation (using accommodation characteristics list)
6) Learner selects accommodation(s)
7) Verify selected accommodation(s)

Results:

1) Goals are prioritized
2) Accommodation strategies are selected

Component Materials List:

Matrix of Accommodation Strategies
Accommodation Selection Record
Accommodation Selection Characteristics

Notes:

Introduction

The previous components have served an important function in verifying the existence of a disability, identifying the use and outcomes of previous accommodations, and identifying the learner's goals, tasks, and environments. In the *Accommodation Selection Component*, the information is reviewed and applied to the selection of accommodations that have the greatest utility for the learner. Included in this component are representative accommodations that may be useful for individual learners.

Accommodations included in the *Matrix of Accommodation Strategies*, are based on the Ecology of Human Performance Model and are representative of what might be useful to a learner. The list should be treated as examples of accommodations for particular strategies. As we increase our understanding of disabilities and technology changes, new accommodations will become available. We hope the principles on which accommodations are selected will remain a useful conceptual model, even as specific accommodations change.

Q: What is an accommodation?

A: An accommodation takes many forms, depending on the learner and the context. In this model an accommodation is defined as a:

> ...legally mandated change that create an equitable opportunity for task completion or environmental access. An accommodation is an individually determined adjustment to a functional need. Such an accommodation is required across settings for the same types of tasks. An accommodation may include use or modification of equipment or changes in the environments, procedures or attitudes.

This component can be completed immediately following the Functional Needs Assessment Component. While such contiguity is efficient, we caution you and the learner to reflect carefully on the information from both components. In the interest of expediency, decisions may be made that may not be appropriate in the near future. Therefore, we advise a thoughtful approach to these steps. When completing the steps for this component, use the Accommodation Selection Record (page one of Record is located on the following page). The entire record can be found in the "Duplication Masters" packet.

Step 1: Identify the learner's goals

Learners participate in adult education programs for a number of reasons. For some, they have a desire to satisfy personal goals or to enhance employment opportunities. For others, the goal may be to meet entitlement requirements or to satisfy other agencies' (e.g., probation officer or court orders) conditions for participation in the community.

Learners' goals are critical to planning accommodations. Thus, a thorough understanding of their goals is important. In many adult education programs, a learner's goals are determined when orienting the learner to the program or planning the instructional sequence. Educational goals are necessary for planning accommodations but are insufficient unless they include community, vocational, educational, and personal living goals.

Instructor Tips

1) Long-term goals are usually not considered by adult education students. For some adult learners, long-term might mean next week. Therefore, spend extra time discussing goal-setting activities.

2) Confirm learner goals on a regular basis. Goals may change as priorities change.

In later sections, the importance of identifying goals that target activities beyond the adult education program will be more apparent. While an immediate goal may be to complete the GED, the accommodations model is intended to have even greater benefits. To realize those benefits, planning is important.

Step Two: Review and prioritize the learner's goals

Some educators assume that activities in the adult education program elicit a learner's perspective about desired outcomes (e.g., How can we help you? What is it you want to accomplish by attending our program? How will accomplishing that goal help you?) Information from interviews, program enrollment, or orientation activities will indicate areas of concern for the learner (e.g., I don't do math well; I have trouble getting to appointments on time; Much of the print I am supposed to read I have trouble seeing; I have trouble moving around in my wheelchair in the classrooms). In the context of this component, such statements sound like consequences of a disability.

In your discussion with the learner, emphasize how these statements can be recast as goals (e.g., I want to be successful in calculating numbers; I want to get to my appointments or classes on time; I want to be able to read better). This shift in perspective can have positive consequences for the learner and instructor.

Instructor Tip

Some instructors seem inclined to adopt a "teacher-knows-best" attitude. This attitude is appropriate for curricular and instructional decisions but not for learners' goal selection. If goals are the instructor's or the program's, we suspect the learner will not stay in the program long enough to complete them.

Yes, but...

Yes, but what if the goal is not realistic? Carefully complete the other steps in the component that are designed to help focus efforts to reach that goal. Ultimately, you may give the learner an opportunity to change goals or advise him or her to seek the assistance of another agency.

Review the learner's goal statements and assist in setting priorities. These questions might be helpful:

1. What's most important for you to do?
2. What goal makes the most sense for you to work on first?
3. What goals are most realistic for you?
4. What goals are easiest for you to work on?

The resulting list of prioritized goals (recorded on the Accommodation Selection Record, the first page of which is located on page 149, while the entire Record is located in the "Duplication Masters packet) is important for subsequent steps. If goals are selected wisely, other steps will be easier to complete and the learner will have a clear point of reference for later decisions. This information also serves as a check of the information obtained in the *Functional Needs Interview.*

Step 3: Identify strengths and resources available to the learner

Discuss the learner's perceptions of strengths or assets that are available. Some assets are personal characteristics, others are available elsewhere in the environment. Personal strengths might include the ability to read Braille, prior experience in using a computer, a dogged attitude of patience and persistence, or strong oral communication skills. Environmental supports might include persons or services, such as a personal attendant to reach books or turn pages. Because some accommodations are more extensive in nature, having support outside the adult education program will help ensure the successful implementation and utilization of the accommodation(s).

Review other available information about the learner (e.g., doctor records, school reports, etc.) and identify strengths that can help the learner reach his or her goals. Record this information on each learner's Accommodation Selection Record.

Step 4: Identify possible accommodations using matrix

Next, generate a list of accommodation options that might help the learner reach his or her goals. The *Matrix of Accommodation Strategies* at the end of this section is a useful index of accommodations. The accommodations have been organized according to learners' needs. To use the matrix, locate the pages that most closely match a learner's needs and goals expressed in the *Functional Needs Interview*.

- Each page of the matrix lists a number of accommodations.
- Review these accommodations with the learner.
- Discuss whether the list reminds either of you about other accommodations that might be appropriate. If so, add them to your list of considerations.
- Check the accommodations against the *program's* standards for reasonableness, financial burden, and compatibility with the essential requirements of the program.
- The accommodation should not compromise the fundamental requirements of the program or pose an undue program burden.

Some of the accommodations presented here are explained further in the *Compendium*. They are marked with either a "**c**" for reference to a section within the *Compendium* with the same heading or with "**c-t**" for those items that are addressed in a separate discussion on technology in the *Compendium*.

Step 5: Identify the pros and cons of each accommodation

Two assumptions are important about selecting accommodations. First, a number of different accommodations are available to help learners reach their goals. In other words, different accommodations can be considered for the same need or goal. Second, the choice of accommodations depends on the relative weight a learner assigns to selection criteria. Learners with similar goals, strengths, and weaknesses may select different accommodations because of the manner in which they weigh the criteria for selecting an accommodation.

One of our concerns is that accommodations tend to be selected for the immediate value they offer. "Immediate application" is important in selection but is only one dimension to consider when selecting accommodations. Many other dimensions should also be considered and may be more important.

In this step, review the list of selection characteristics (located on the following page) and determine which attributes are most important to the learner. The list is not given to the learner; it serves as a resource for you when discussing possible accommodations with the learner. You might begin the discussion by saying something like the following:

A number of accommodations may be helpful to you. To help us decide, let's talk about some of the characteristics we should keep in mind when choosing an accommodation. (Discuss the characteristics of the three or four possible accommodations previously identified using the matrix.)

Let's figure which of these characteristics are important to you and write them on this record form.

Another option is to use the Accommodations Selection Worksheet (located on page 147). This worksheet was developed to illustrate a stronger relationship between accommodations and their characteristics. The worksheet is just an option and may not be helpful for all learners.

Accommodation Selection Characteristics

1. Acceptance by others
2. Amount of training required
3. Approved by GED Testing Service
4. Availability of accommodation
5. Cost of accommodation
6. Documented in the learner's records as effective
7. Durability
8. Ease of use or incorporating the accommodation into a routine
9. Effectiveness with other learners
10. Expected power/benefit
11. Gain in independence
12. Instructor's knowledge
13. Learner's functional need
14. Long-term benefits
15. Need for additional support
16. Previous effectiveness with the learner
17. Social benefits to the learner
18. Suitable for different tasks
19. Use across environments; Portability
20. Use for multiple learners

The list of selection criteria is not necessarily exhaustive. In your discussion with the learner, you may hear other important criteria. No one list will be appropriate for all learners. As an outcome of this step, no more than seven (7) characteristics should be identified.

An important lesson in this exercise is that the learner expresses values that are very important when making decisions. As an instructor, your assistance helps the learner understand the different attributes.

Record the selection criteria on the Accommodations Selection Record.

Accommodation Selection Worksheet

When using the optional Accommodation Selection Worksheet, first review the list of accommodation characteristics and add any characteristics important to the learner. Identify seven or so accommodation characteristics and mark them on the worksheet (provided below). Next, record the three or four possible accommodations, previously identified in Step Four, at the top of the four columns. Read each characteristic and rate it on a scale of one to four with 4 being the most desirable/suitable and 1 being the least desirable/suitable. After you have completed the ratings, review the worksheet and each accommodation, to decide which received the best rating.

Accommodation Characteristics	Accommodations			
1. Acceptance by others				
2. Amount of training required				
3. Approved by GED Testing Service				
4. Availability				
5. Cost				
6. Durability				
7. Ease of use				
8. Effectiveness with other learners				
9. Expected power/benefit				
10. Gain in independence				
11. Long-term benefits				
12. Previous effectiveness with the learner				
13. Suitable for different tasks				
14. Use across environments; Portability				
15.				
16.				
17.				

Step 6: Learner selects accommodation(s)

Help the learner choose an accommodation from the three or four possibilities. Evaluate accommodations in light of the selection characteristics or attributes the learner believes are most important. For example, the "Gain in independence" that a special writing instrument might provide over the use of a computer for word processing might be evaluated against the "Suitable for different tasks" and the "Social benefits to the learner." The Accommodation Selection Record helps learners see that each accommodation has particular benefits.

With the learner compare the potential benefits and drawbacks associated with each accommodation. Ask questions to encourage thought about the best choice. For example, if the student is concerned most about portability and acceptability by other students, determine which accommodations can best meet those needs.

Have the student envision using the accommodation(s). This can help draw out the features that will be most beneficial to the learner and also those that may concern the learner.

Step 7: Verify the selected accommodation(s)

Think about the accommodation(s). Does it make sense in light of the important selection criteria? Will it be practical in the adult education setting? Is the student comfortable with the selection?

Record the selected accommodation(s) on the Accommodation Selection Record.

This process of reviewing the selection characteristics is important for each accommodation used. One can expect selection characteristics to vary with the accommodation(s).

The next component provides steps and instructional principles for acquiring the materials for the selected accommodation and instructing the learner in using the accommodation.

Accommodation Selection Record

Learner _____ Date _____

Accommodation Selection Record

This form is completed by the learner and instructor. The information serves as a written record for the learner's future reference. Such documentation may be important for other occasions on which the learner may need assistance in obtaining accommodations (e.g., testing, educational, or employment settings).

Learner Goal Statements

_____

_____

Personal Strengths

_____

_____

Resources Available and Needed

_____

_____

Characteristics for Selecting Accommodations

_____

_____

Accommodation Options

_____

_____

Accommodation(s) Selected

_____

_____

_____

Matrix of Accommodation Strategies

The accommodations presented in the *Matrix of Accommodation Strategies* are organized using the Ecology of Human Performance (EHP) Model. The EHP Model was chosen because it considers the relationships among persons, what persons want and need to do, and where they need to conduct their activities. According to the EHP, understanding the person also requires understanding the person's context; persons influence their context (such as the classroom) and the context influences persons.

The range of a person's performance is determined by considering the person's skills, abilities and experiences and the context within which the person must conduct daily life. A person's performance range can be enhanced or limited by skills and context.

The EHP offers a comprehensive framework for designing strategies (accommodations) to support a learner's performance. This framework encourages learners and educators to consider not only the skills the learner might be able to develop, but also the skills the learner already has and ways to change tasks and contexts to facilitate successful performance. The EHP does not assume the learner must be "fixed." Rather, the focus is on the transaction between the learner's skills and the resources of the context; any aspect that can be addressed to enable more satisfying

Four accommodation strategy categories are offered for addressing learners' needs:

- Establish/Restore
- Modify/Adapt
- Alter
- Prevent

1) The **ESTABLISH/RESTORE** strategies address *learners' abilities.* Here, strategies are designed to take advantage of strengths while working on performance skills that are weak and keep the person from achieving desired outcomes. For example, techniques designed to help a learner improve his or her reading level or learn a new way to solve math problems would fall under this category.

2) The **MODIFY/ADAPT** strategies address *features of the context and the task* so they support the person's performance. These strategies build on what the person's strengths and needs so weak areas do not interfere with performance. For example, if the learner has poor memory, the educator might suggest using post-it notes in books or a desk arrangement that reminds the learner of important information or tasks. These strategies do not fix the memory problem but reduce its influence on performance.

3) The **ALTER** strategies address the *possible need to find an optimal context* for the learner. This means the educator and learner would acknowledge the learners' skills and needs as well as the natural features of various contexts and search to find the best possible match between the two. For example, a learner who is distractible finds she can complete independent work more efficiently in an empty room next to the classroom.

4) The **PREVENT** strategies address the ability to *anticipate a problem in the future.* When using this strategy, remember the problem does not currently exist but is likely to occur in the future if no changes are made in the current pattern of living. We do not have to wait for a person to face failure before offering a strategy for making a situation better. For example, a learner with a vision problem who is working on increasing his reading level may need to take a classroom magnifier home with him so he can read his own mail.

In the EHP framework, *the person's specific diagnosis or disability category is not relevant* to planning strategies with the person—the focus is on what the person wants and needs to do; in adult basic education, the educator and the learner work together to identify learning strengths and barriers separate from known or unknown disability categories.

The EHP framework can help adult basic educators make systematic decisions about identifying needs and designing strategies that match those needs. The EHP offers educators a broadly focused but systematic method for planning accommodations to support a person's performance. This framework also provides a mechanism for making decisions about learners' goals and skills, for the tasks they wish to perform, and for considering contextual supports and barriers to successful performance. The EHP enables adult educators to organize their knowledge and expertise to make decisions about which accommodation strategies would work best for the learner (i.e., establish/restore, modify/adapt, alter, and/or prevent).

The accommodations presented are examples of strategies that might be considered if a learner is dealing with a barrier similar to the ones listed (e.g., "difficulty sitting for long periods" or "unable to access print"). As previously mentioned, some of the accommodations presented here are explained further in the *Compendium*. Accommodations marked with either a "**c**" for reference to a section within the *Compendium* with the same heading, or with "**c-t**" for those items that are addressed in a separate discussion on technology in the *Compendium*.

These accommodations are not meant to be all-inclusive; the model provides a framework within which an educator and learner can work together to design the best accommodation strategies to support individual performance.

For the following steps, use the Accommodation Selection Record to record information. (See following page.) The Selection Record in its entirety is located in the "Duplication Masters" packet. For a completed example, see the Implementation section.

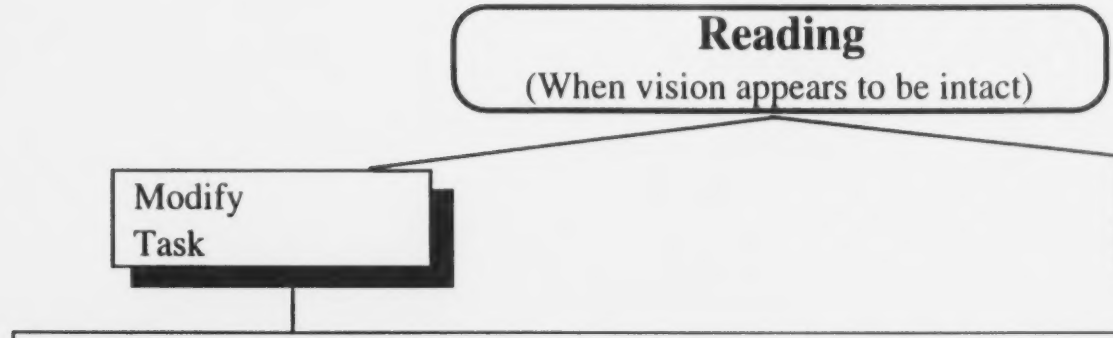
Selected References on the Ecology of Human Performance Model

The explanation of the Ecology of Human Performance Model was adapted from Winnie Dunn's presentation for the 1996 NAASLN Proceedings in New Orleans entitled: The Ecology of Human Performance Framework: A model for identifying and designing appropriate accommodations for adult learners.

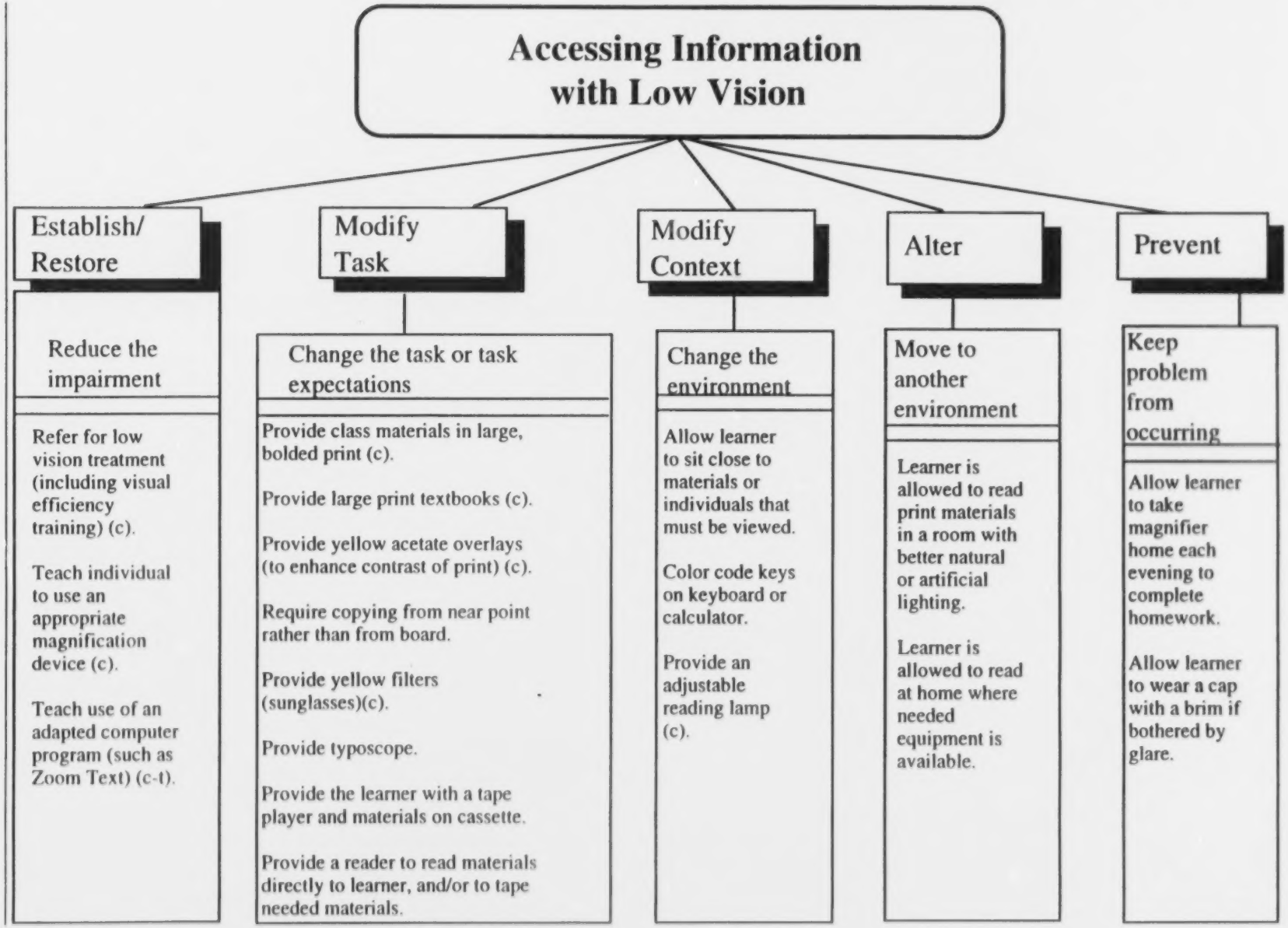
Other resources:

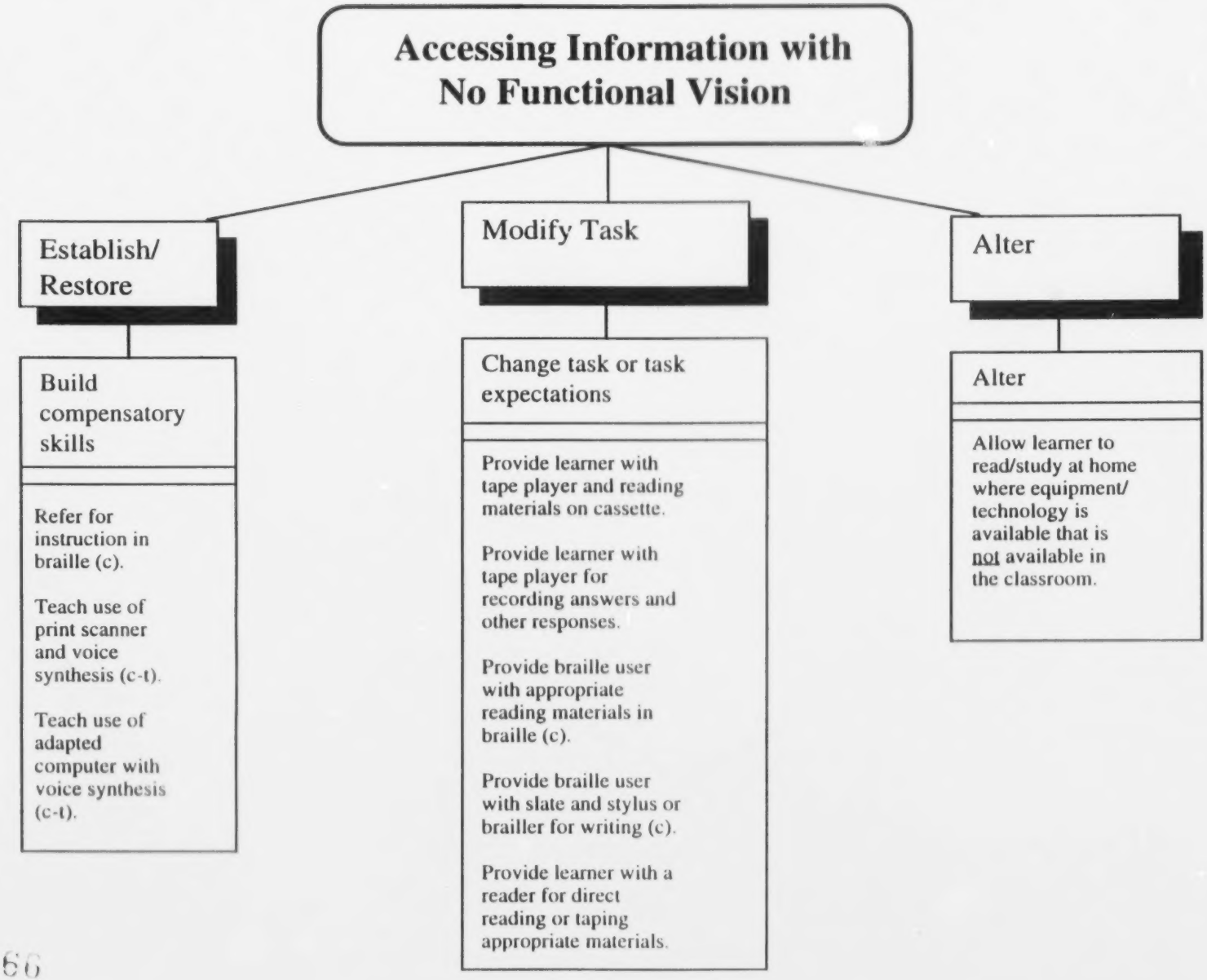
Dunn, W., Brown, C. & McGuigan, A. (1994). The Ecology of Human Performance: A framework for considering the effect of context. American Journal of Occupational Therapy, 48, 595-697.

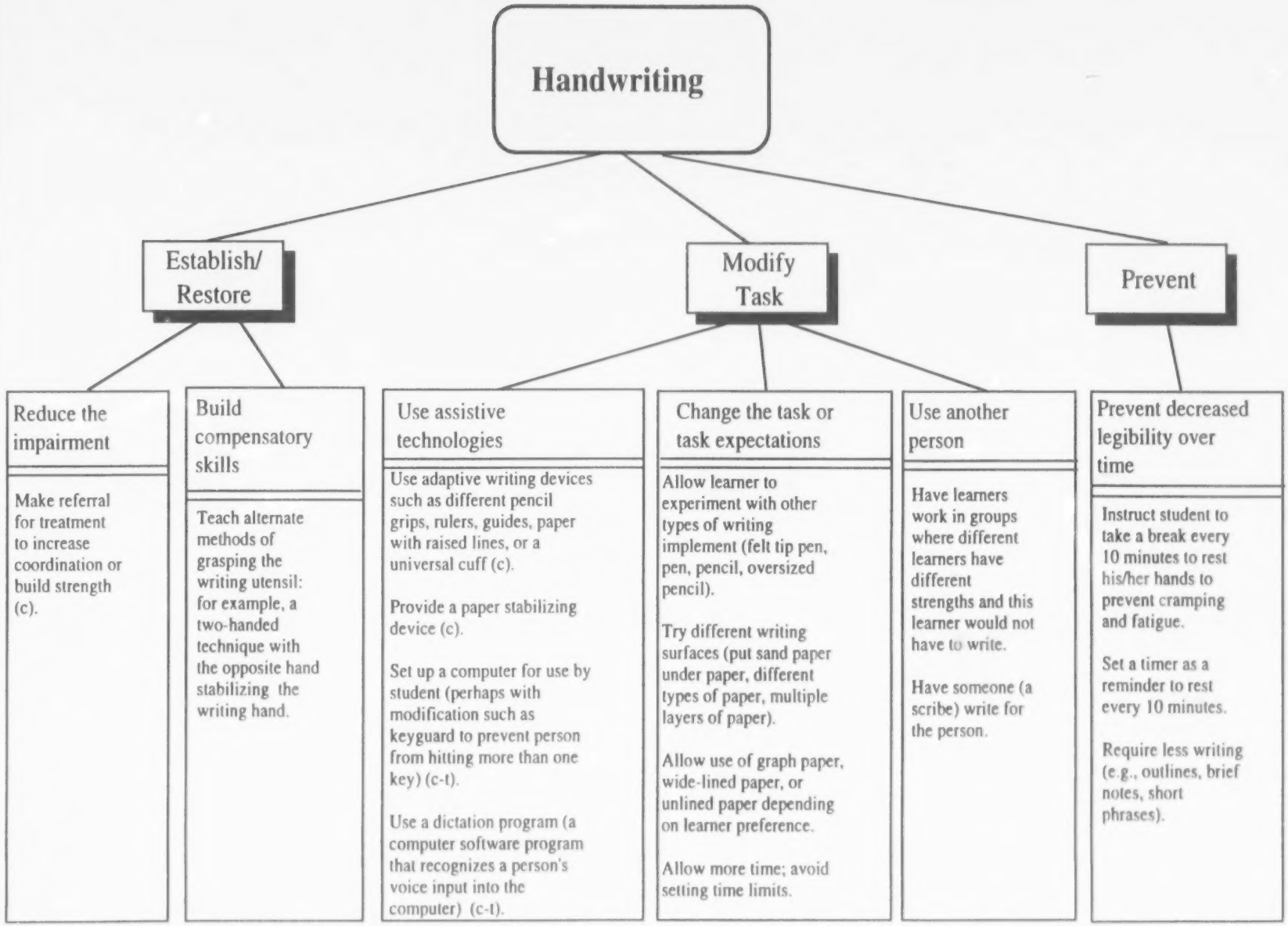
Dunn, W., Brown, C., McClain, L., and Westman, K. (1994). The Ecology of Human Performance: A contextual perspective on human occupation. In C. Royeen (Ed.), AOTA Self Study Series: The Practice of the Future: Putting Occupation Back into Therapy. Rockville, MD: American Occupational Therapy Association.



Change task or task expectations	Change the atmosphere
Allow extra time to complete necessary reading.	Allow learner to seek out different types and intensities of reading light.
Provide shorter assignments.	
Allow another learner to read material to learner before s/he reads it.	
Use larger print (c).	
Have learner use larger type face when word processing.	
Provide materials with less text on each page.	
Allow learner to experiment with different colors of worksheets and other copied materials.	
Encourage learner to use typoscope (c).	
Tape material/allow reading along while listening to tape or using taped instead of written material.	
Decrease or eliminate the need to read handwritten materials, such as notes, comments on written worksheets, etc.	
Provide a talking calculator (c).	
Provide speech synthesis for "reading" on the computer (c-t)	


Accessing Information with Low Vision
Establish/ Restore
Reduce the impairment
Refer for low vision treatment (including visual efficiency training) (c).
Teach individual to use an appropriate magnification device (c).
Teach use of an adapted computer program (such as Zoom Text) (c-t).
Modify Task
Change the task or task expectations
Provide class materials in large, bolded print (c).
Provide large print textbooks (c).
Provide yellow acetate overlays (to enhance contrast of print) (c).
Require copying from near point rather than from board.
Provide yellow filters (sunglasses)(c).
Provide typoscope.
Provide the learner with a tape player and materials on cassette.
Provide a reader to read materials directly to learner, and/or to tape needed materials.
Modify Context
Change the environment
Allow learner to sit close to materials or individuals that must be viewed.
Color code keys on keyboard or calculator.
Provide an adjustable reading lamp (c).
Alter
Move to another environment
Learner is allowed to read print materials in a room with better natural or artificial lighting.
Learner is allowed to read at home where needed equipment is available.
Prevent
Keep problem from occurring
Allow learner to take magnifier home each evening to complete homework.
Allow learner to wear a cap with a brim if bothered by glare.


Accessing Information with No Functional Vision
Establish/ Restore
Build compensatory skills
Refer for instruction in braille (c).
Teach use of print scanner and voice synthesis (c-t).
Teach use of adapted computer with voice synthesis (c-t).
Modify Task
Change task or task expectations
Provide learner with tape player and reading materials on cassette.
Provide learner with tape player for recording answers and other responses.
Provide braille user with appropriate reading materials in braille (c).
Provide braille user with slate and stylus or brailler for writing (c).
Provide learner with a reader for direct reading or taping appropriate materials.
Alter
Alter
Allow learner to read/study at home where equipment/ technology is available that is not available in the classroom.


Handwriting
Establish/ Restore
Modify Task
Prevent
Reduce the impairment
Make referral for treatment to increase coordination or build strength (c).
Build compensatory skills
Teach alternate methods of grasping the writing utensil: for example, a two-handed technique with the opposite hand stabilizing the writing hand.
Use assistive technologies
Use adaptive writing devices such as different pencil grips, rulers, guides, paper with raised lines, or a universal cuff (c).
Provide a paper stabilizing device (c).
Set up a computer for use by student (perhaps with modification such as keyguard to prevent person from hitting more than one key) (c-t).
Use a dictation program (a computer software program that recognizes a person's voice input into the computer) (c-t).
Change the task or task expectations
Allow learner to experiment with other types of writing implement (felt tip pen, pen, pencil, oversized pencil).
Try different writing surfaces (put sand paper under paper, different types of paper, multiple layers of paper).
Allow use of graph paper, wide-lined paper, or unlined paper depending on learner preference.
Allow more time; avoid setting time limits.
Use another person
Have learners work in groups where different learners have different strengths and this learner would not have to write.
Have someone (a scribe) write for the person.
Prevent decreased legibility over time
Instruct student to take a break every 10 minutes to rest his/her hands to prevent cramping and fatigue.
Set a timer as a reminder to rest every 10 minutes.
Require less writing (e.g., outlines, brief notes, short phrases).

Solving Math Problems

Modify Task

Change task or task expectations

Use and provide manipulatives (c).

Use different colors of pencil or print.

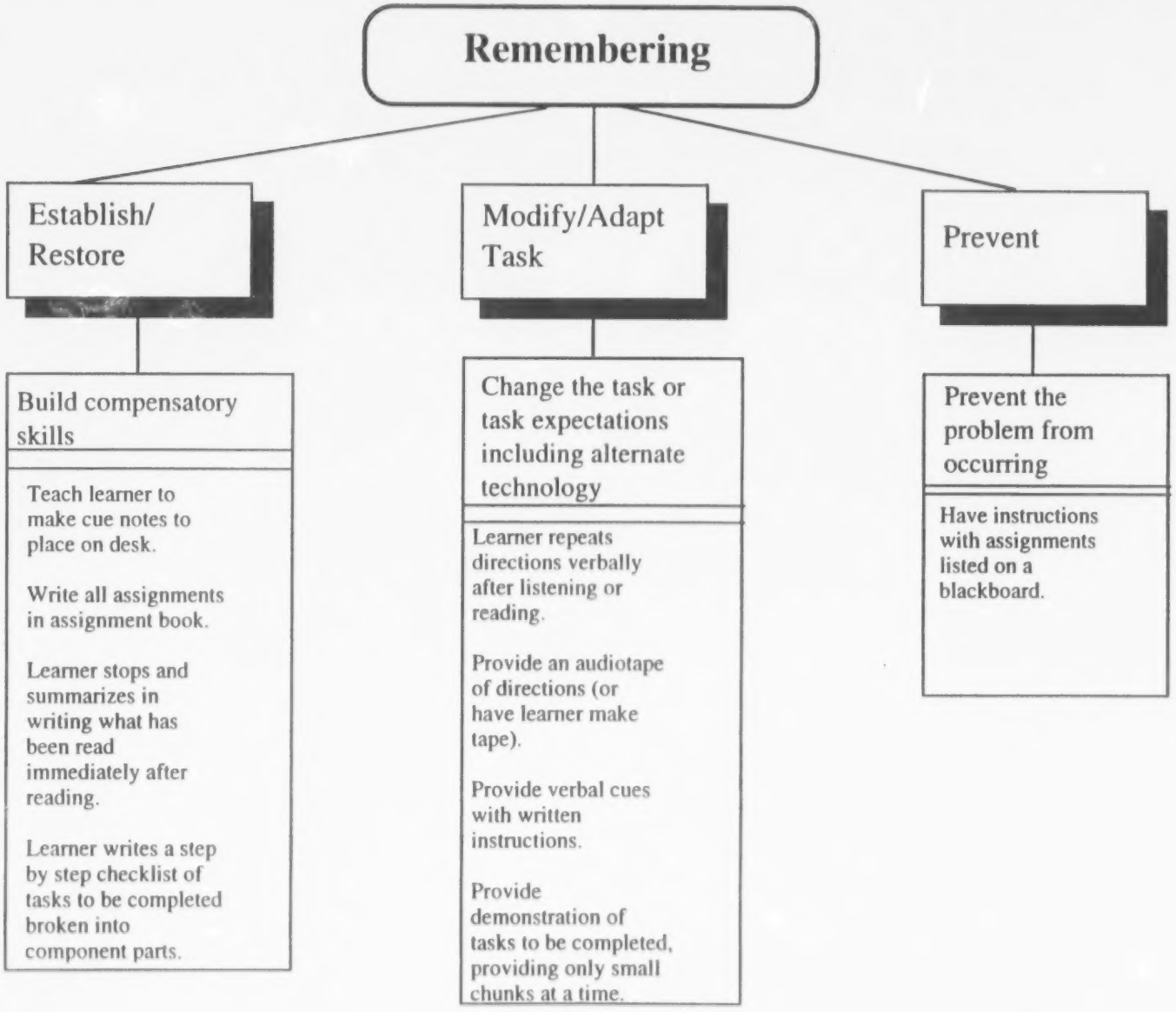
Break instructions down into small steps.

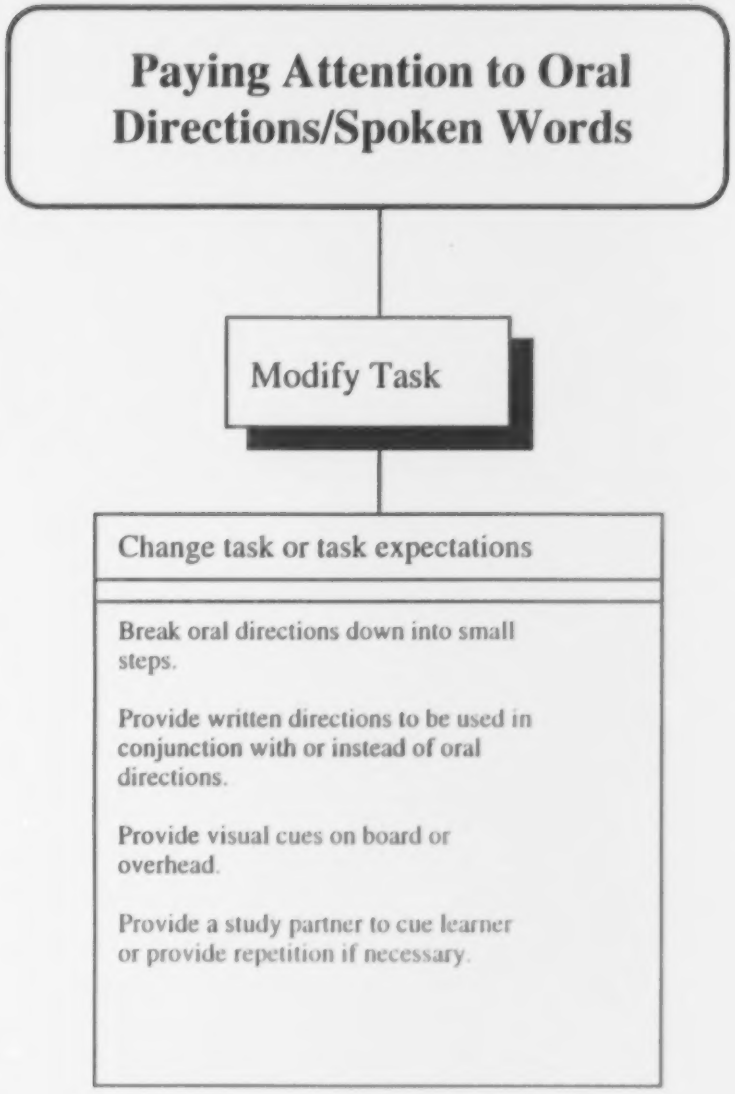
Provide a calculator. Consider use of a talking calculator, one with large buttons, or one with tape output to increase accuracy (c).

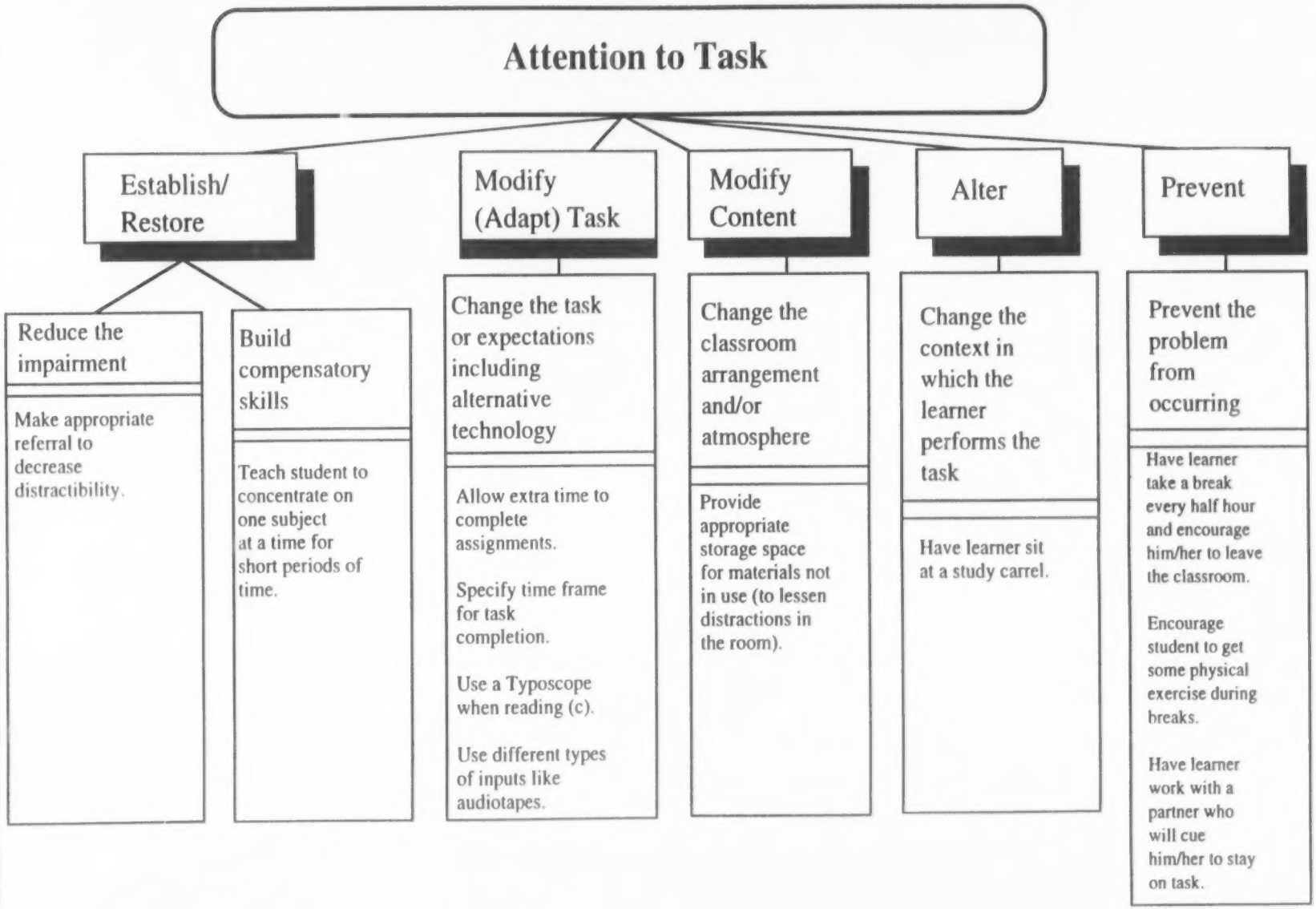
Provide graph paper to improve organization of problem solving on paper (c).

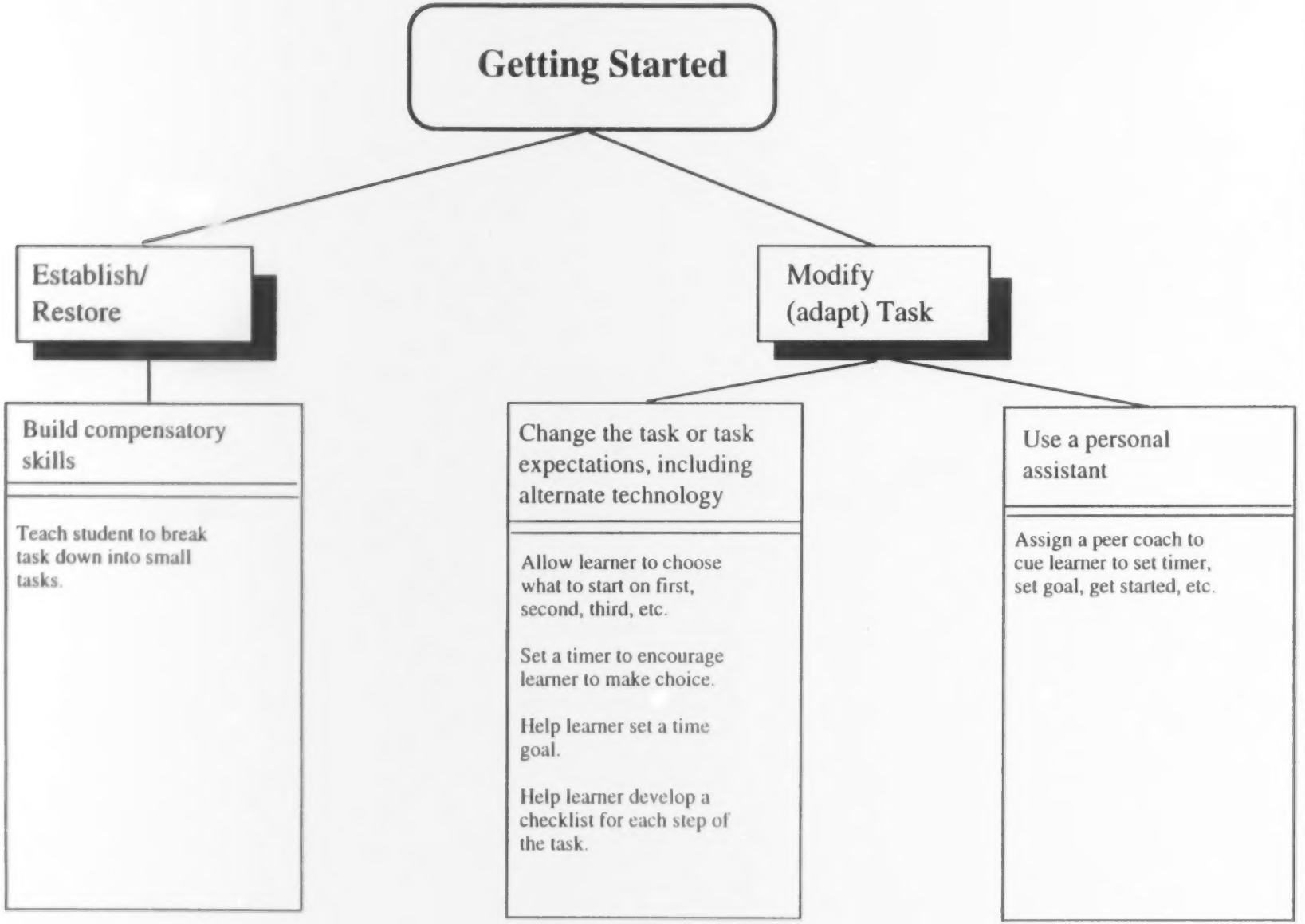
Allow extra time.

Provide computer software (c).


Remembering
Establish/ Restore
Modify/Adapt Task
Prevent
Build compensatory skills
Teach learner to make cue notes to place on desk.
Write all assignments in assignment book.
Learner stops and summarizes in writing what has been read immediately after reading.
Learner writes a step by step checklist of tasks to be completed broken into component parts.
Change the task or task expectations including alternate technology
Learner repeats directions verbally after listening or reading.
Provide an audiotape of directions (or have learner make tape).
Provide verbal cues with written instructions.
Provide demonstration of tasks to be completed, providing only small chunks at a time.
Prevent the problem from occurring
Have instructions with assignments listed on a blackboard.


Paying Attention to Oral Directions/Spoken Words
Modify Task
Change task or task expectations
Break oral directions down into small steps.
Provide written directions to be used in conjunction with or instead of oral directions.
Provide visual cues on board or overhead.
Provide a study partner to cue learner or provide repetition if necessary.


Attention to Task
Establish/ Restore
Modify (Adapt) Task
Modify Content
Alter
Prevent
Reduce the impairment
Make appropriate referral to decrease distractibility.
Build compensatory skills
Teach student to concentrate on one subject at a time for short periods of time.
Change the task or expectations including alternative technology
Allow extra time to complete assignments.
Specify time frame for task completion.
Use a Typoscope when reading (c).
Use different types of inputs like audiotapes.
Change the classroom arrangement and/or atmosphere
Provide appropriate storage space for materials not in use (to lessen distractions in the room).
Change the context in which the learner performs the task
Have learner sit at a study carrel.
Prevent the problem from occurring
Have learner take a break every half hour and encourage him/her to leave the classroom.
Encourage student to get some physical exercise during breaks.
Have learner work with a partner who will cue him/her to stay on task.


Getting Started
Establish/ Restore
Modify (adapt) Task
Build compensatory skills
Teach student to break task down into small tasks.
Change the task or task expectations, including alternate technology
Allow learner to choose what to start on first, second, third, etc.
Set a timer to encourage learner to make choice.
Help learner set a time goal.
Help learner develop a checklist for each step of the task.
Use a personal assistant
Assign a peer coach to cue learner to set timer, set goal, get started, etc.

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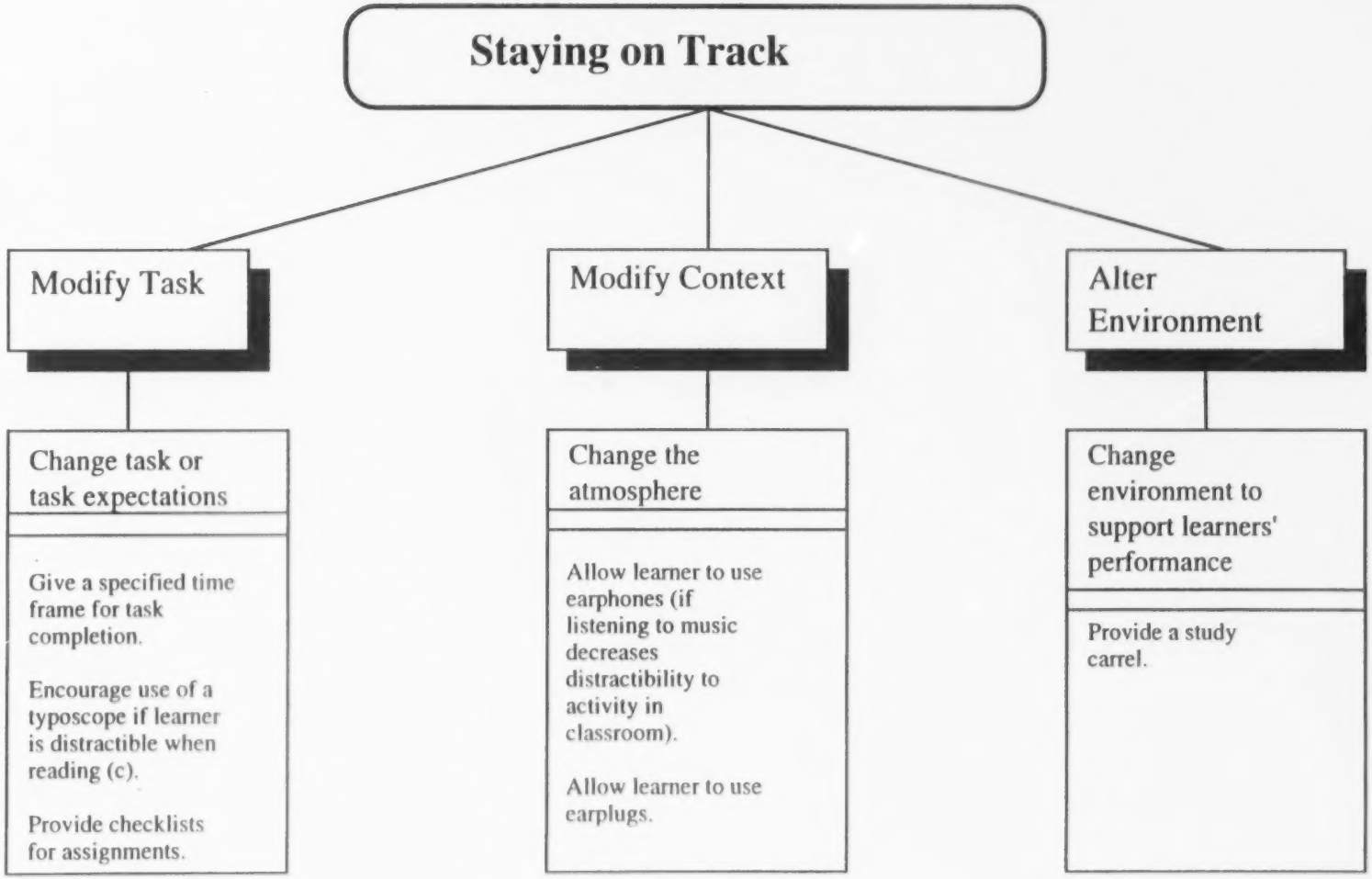
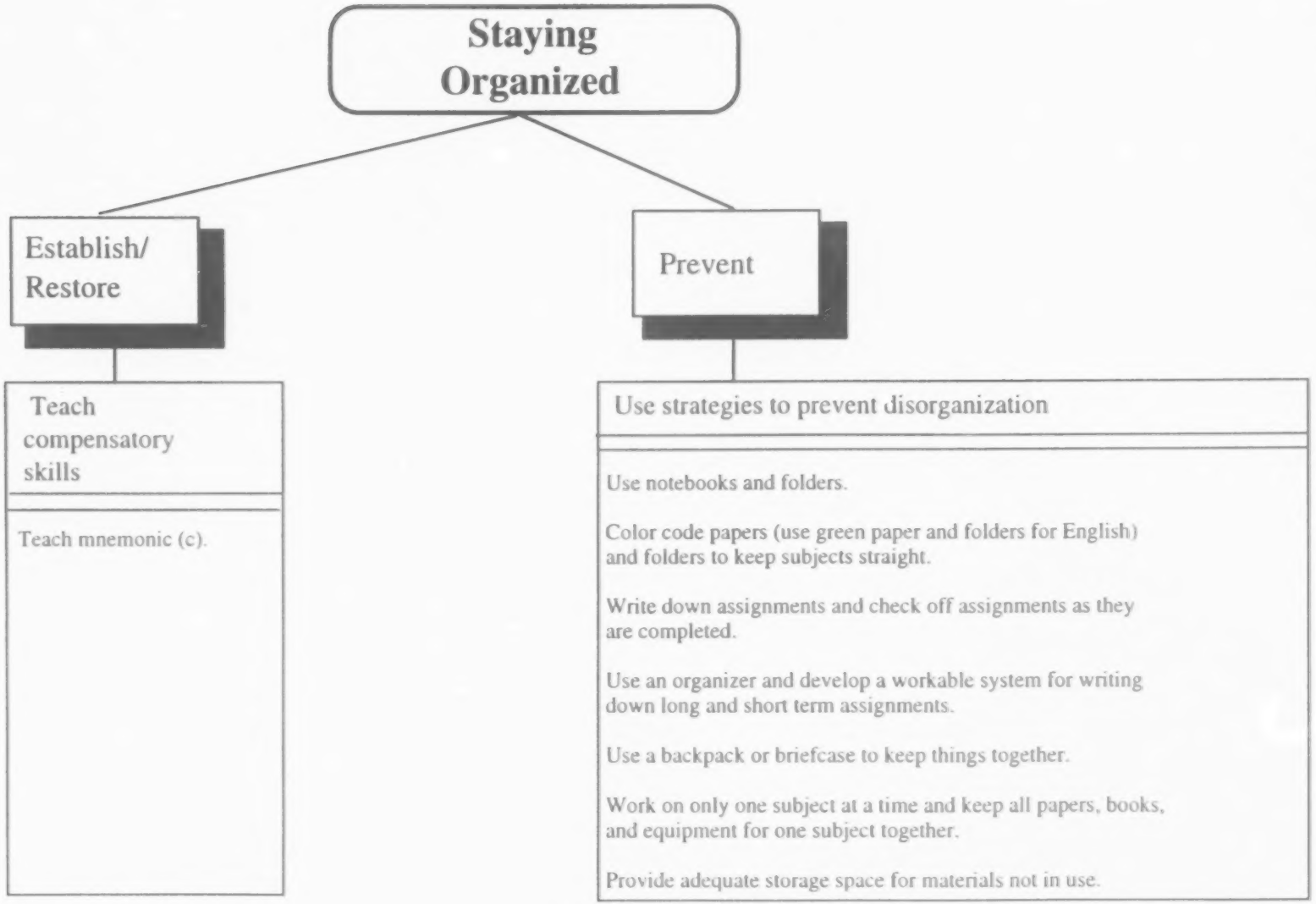
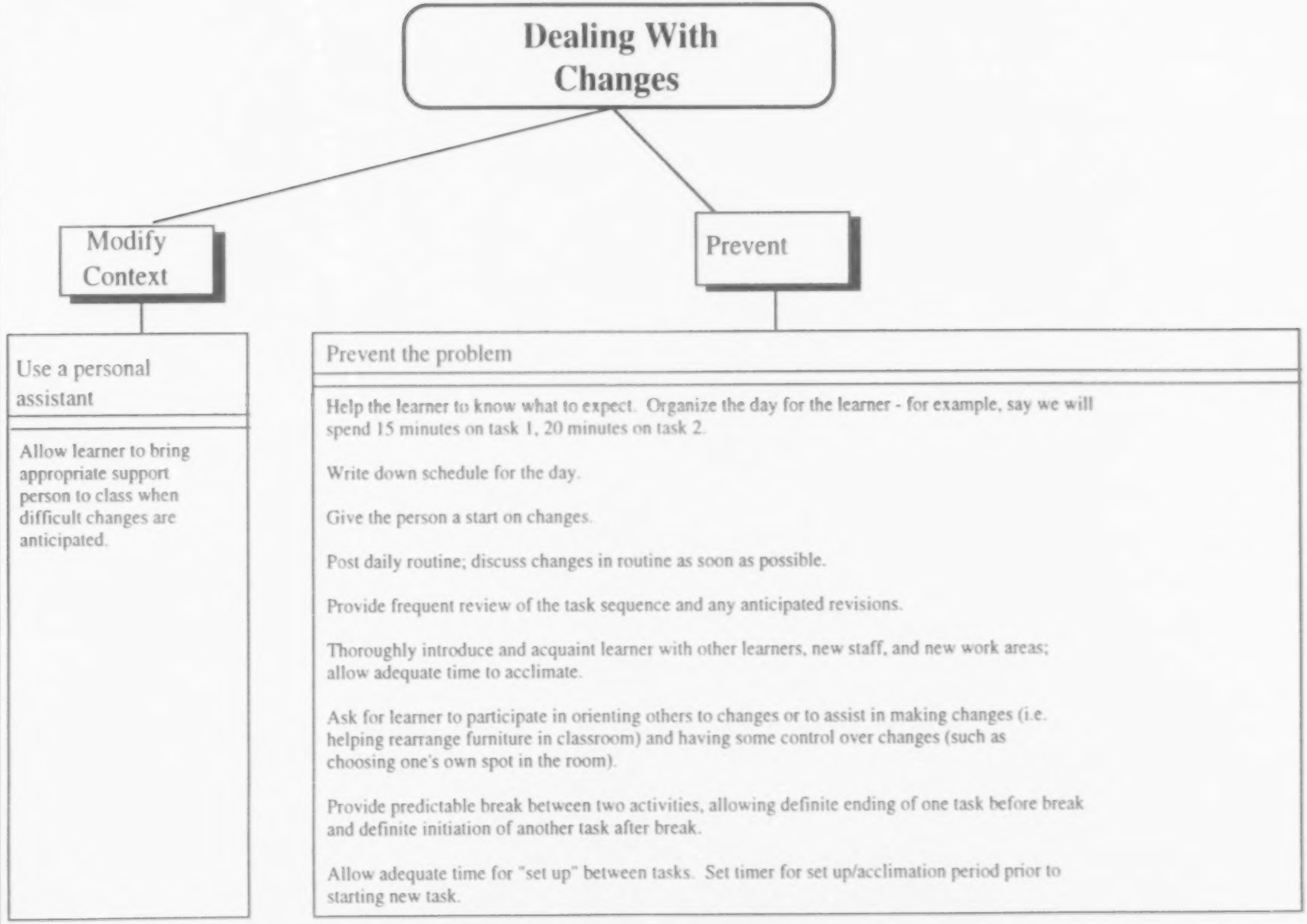
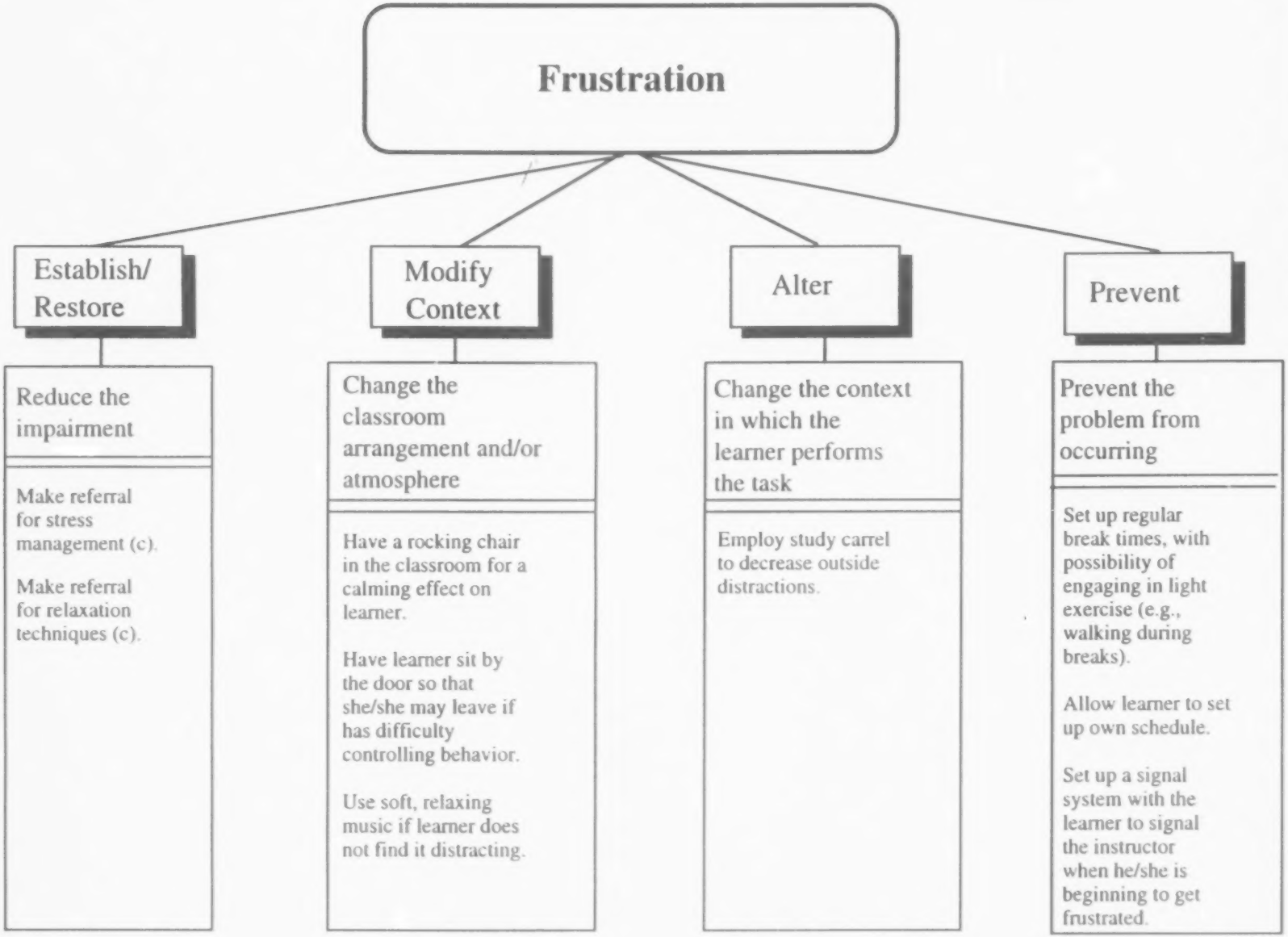
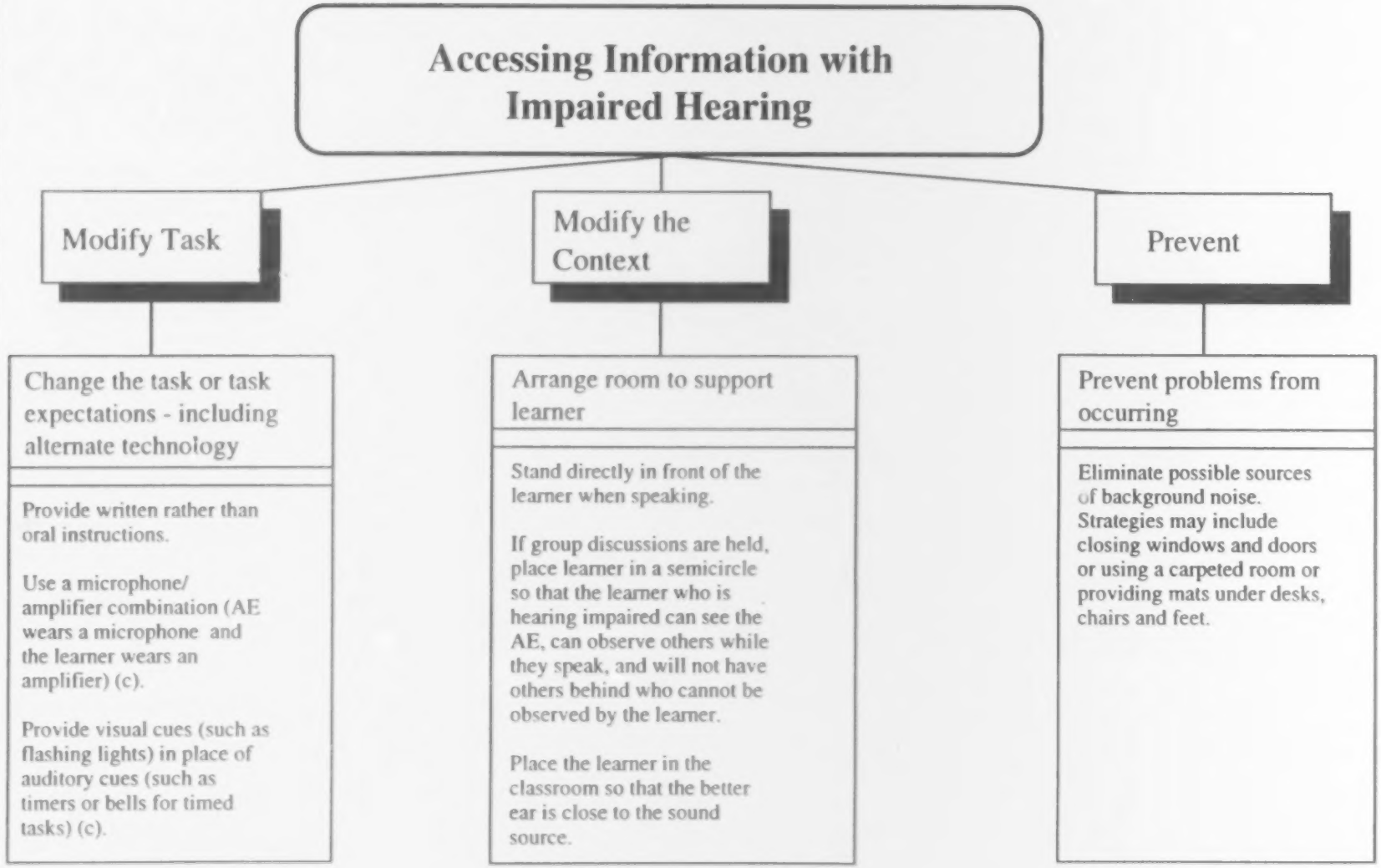
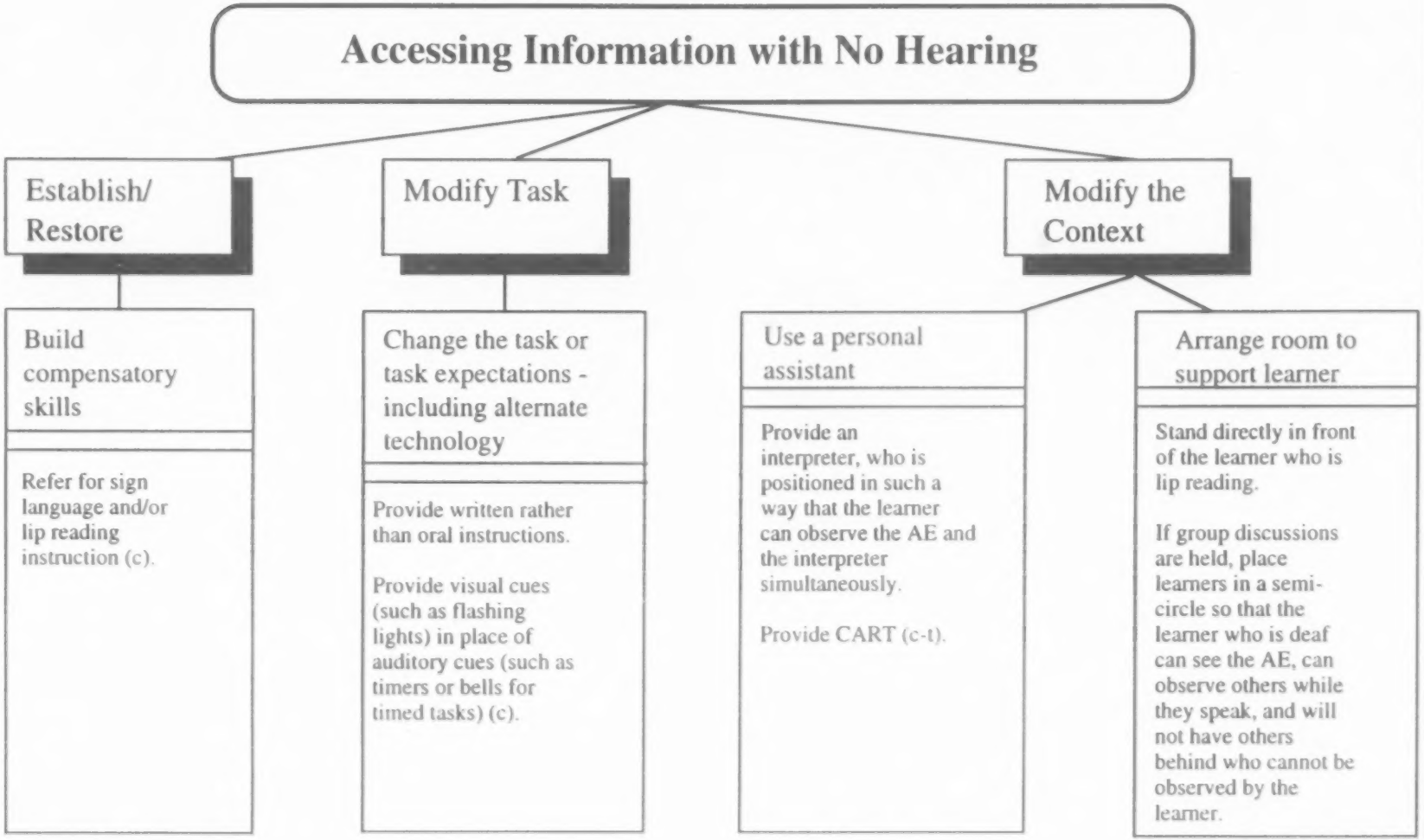

Staying on Track
Modify Task
Modify Context
Alter Environment
Change task or task expectations
Give a specified time frame for task completion.
Encourage use of a typoscope if learner is distractible when reading (c).
Provide checklists for assignments.
Change the atmosphere
Allow learner to use earphones (if listening to music decreases distractibility to activity in classroom).
Allow learner to use earplugs.
Change environment to support learners' performance
Provide a study carrel.

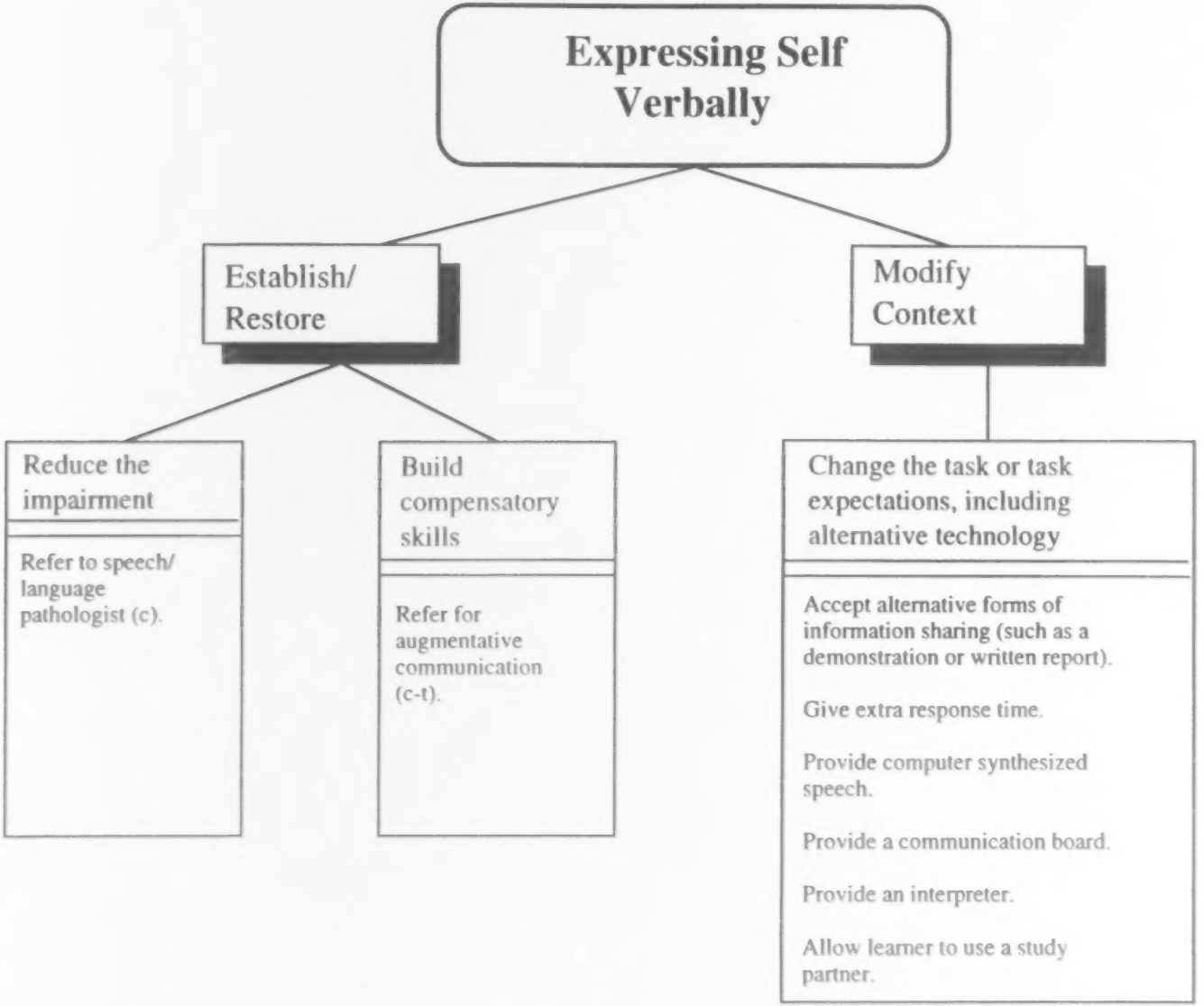

Staying Organized
Establish/ Restore
Prevent
Teach compensatory skills
Teach mnemonic (c).
Use strategies to prevent disorganization
Use notebooks and folders.
Color code papers (use green paper and folders for English) and folders to keep subjects straight.
Write down assignments and check off assignments as they are completed.
Use an organizer and develop a workable system for writing down long and short term assignments.
Use a backpack or briefcase to keep things together.
Work on only one subject at a time and keep all papers, books, and equipment for one subject together.
Provide adequate storage space for materials not in use.

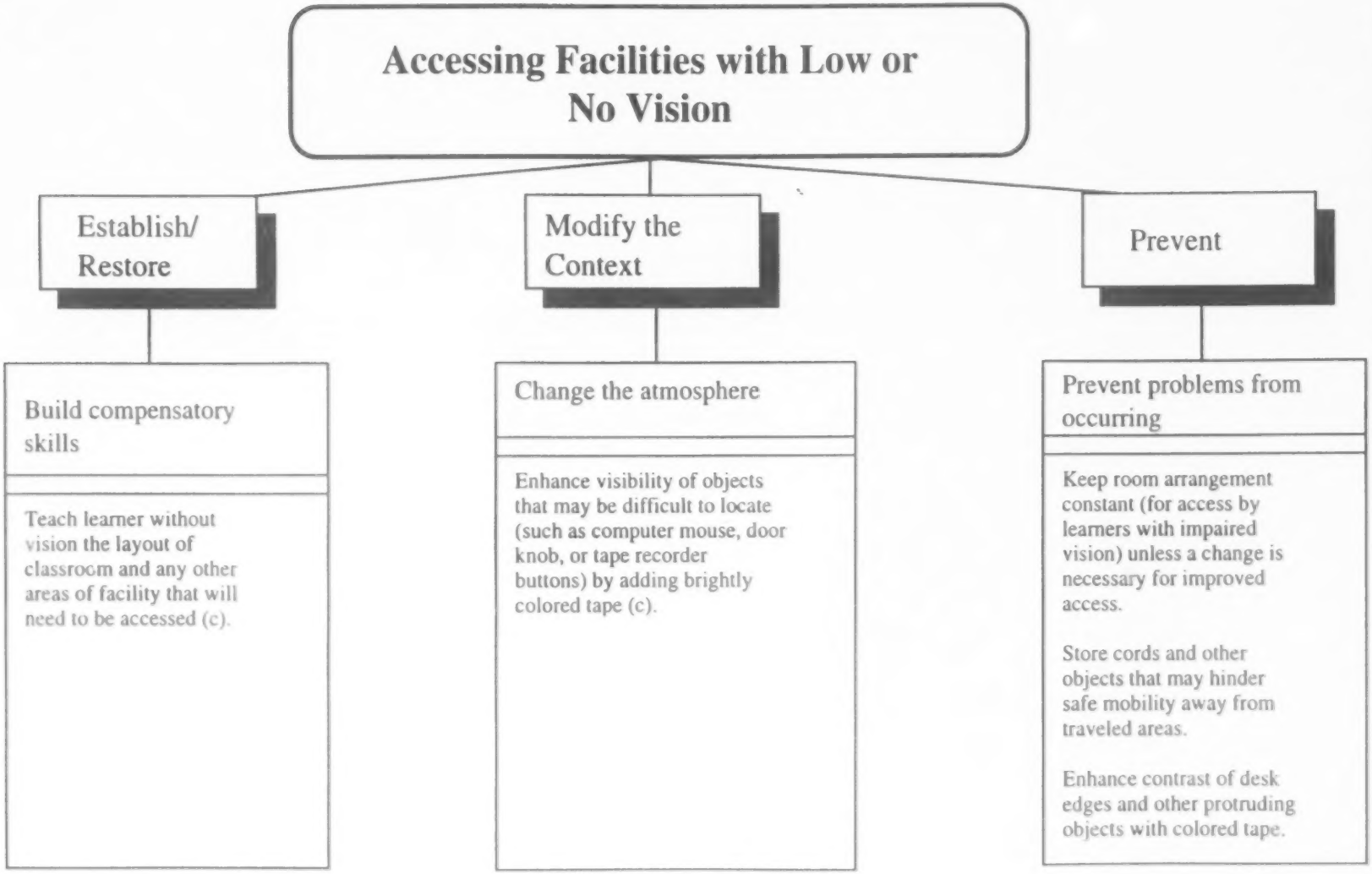

Dealing With Changes
Modify Context
Prevent
Use a personal assistant
Allow learner to bring appropriate support person to class when difficult changes are anticipated.
Prevent the problem
Help the learner to know what to expect. Organize the day for the learner - for example, say we will spend 15 minutes on task 1, 20 minutes on task 2.
Write down schedule for the day.
Give the person a start on changes.
Post daily routine; discuss changes in routine as soon as possible.
Provide frequent review of the task sequence and any anticipated revisions.
Thoroughly introduce and acquaint learner with other learners, new staff, and new work areas; allow adequate time to acclimate.
Ask for learner to participate in orienting others to changes or to assist in making changes (i.e. helping rearrange furniture in classroom) and having some control over changes (such as choosing one's own spot in the room).
Provide predictable break between two activities, allowing definite ending of one task before break and definite initiation of another task after break.
Allow adequate time for "set up" between tasks. Set timer for set up/acclimation period prior to starting new task.


Frustration
Establish/ Restore
Modify Context
Alter
Prevent
Reduce the impairment
Make referral for stress management (c).
Make referral for relaxation techniques (c).
Change the classroom arrangement and/or atmosphere
Have a rocking chair in the classroom for a calming effect on learner.
Have learner sit by the door so that she/she may leave if has difficulty controlling behavior.
Use soft, relaxing music if learner does not find it distracting.
Change the context in which the learner performs the task
Employ study carrel to decrease outside distractions.
Prevent the problem from occurring
Set up regular break times, with possibility of engaging in light exercise (e.g., walking during breaks).
Allow learner to set up own schedule.
Set up a signal system with the learner to signal the instructor when he/she is beginning to get frustrated.


Accessing Information with Impaired Hearing
Modify Task
Modify the Context
Prevent
Change the task or task expectations - including alternate technology
Provide written rather than oral instructions.
Use a microphone/ amplifier combination (AE wears a microphone and the learner wears an amplifier) (c).
Provide visual cues (such as flashing lights) in place of auditory cues (such as timers or bells for timed tasks) (c).
Arrange room to support learner
Stand directly in front of the learner when speaking.
If group discussions are held, place learner in a semicircle so that the learner who is hearing impaired can see the AE, can observe others while they speak, and will not have others behind who cannot be observed by the learner.
Place the learner in the classroom so that the better ear is close to the sound source.
Prevent problems from occurring
Eliminate possible sources of background noise. Strategies may include closing windows and doors or using a carpeted room or providing mats under desks, chairs and feet.


Accessing Information with No Hearing
Establish/ Restore
Modify Task
Modify the Context
Build compensatory skills
Refer for sign language and/or lip reading instruction (c).
Change the task or task expectations - including alternate technology
Provide written rather than oral instructions.
Provide visual cues (such as flashing lights) in place of auditory cues (such as timers or bells for timed tasks) (c).
Use a personal assistant
Provide an interpreter, who is positioned in such a way that the learner can observe the AE and the interpreter simultaneously.
Provide CART (c-t).
Arrange room to support learner
Stand directly in front of the learner who is lip reading.
If group discussions are held, place learners in a semi-circle so that the learner who is deaf can see the AE, can observe others while they speak, and will not have others behind who cannot be observed by the learner.


Expressing Self Verbally
Establish/ Restore
Modify Context
Reduce the impairment
Refer to speech/ language pathologist (c).
Build compensatory skills
Refer for augmentative communication (c-t).
Change the task or task expectations, including alternative technology
Accept alternative forms of information sharing (such as a demonstration or written report).
Give extra response time.
Provide computer synthesized speech.
Provide a communication board.
Provide an interpreter.
Allow learner to use a study partner.


Accessing Facilities with Low or No Vision
Establish/ Restore
Modify the Context
Prevent
Build compensatory skills
Teach learner without vision the layout of classroom and any other areas of facility that will need to be accessed (c).
Change the atmosphere
Enhance visibility of objects that may be difficult to locate (such as computer mouse, door knob, or tape recorder buttons) by adding brightly colored tape (c).
Prevent problems from occurring
Keep room arrangement constant (for access by learners with impaired vision) unless a change is necessary for improved access.
Store cords and other objects that may hinder safe mobility away from traveled areas.
Enhance contrast of desk edges and other protruding objects with colored tape.

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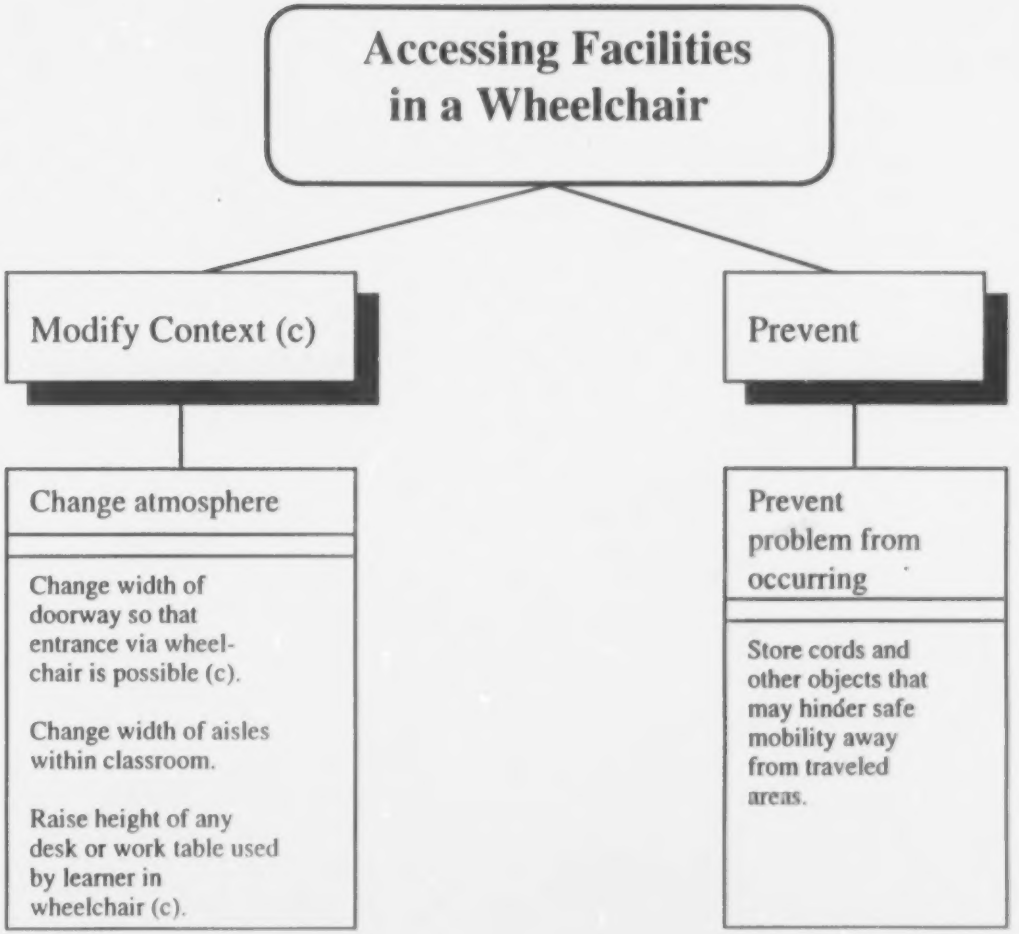
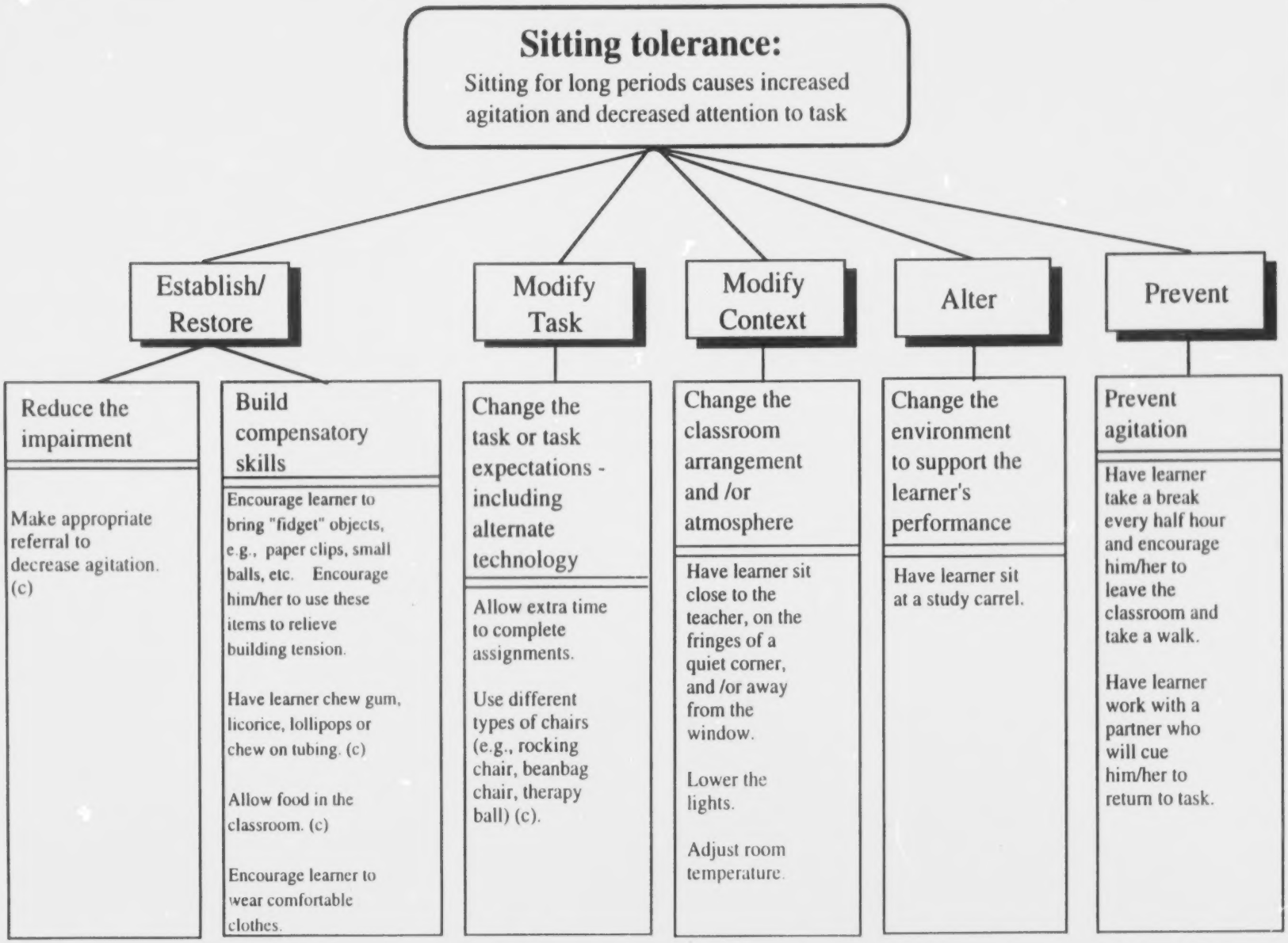

Accessing Facilities in a Wheelchair
Modify Context (c)
Prevent
Change atmosphere
Change width of doorway so that entrance via wheel-chair is possible (c).
Change width of aisles within classroom.
Raise height of any desk or work table used by learner in wheelchair (c).
Prevent problem from occurring
Store cords and other objects that may hinder safe mobility away from traveled areas.


Sitting tolerance:
Sitting for long periods causes increased agitation and decreased attention to task
Establish/ Restore
Modify Task
Modify Context
Alter
Prevent
Reduce the impairment
Make appropriate referral to decrease agitation. (c)
Build compensatory skills
Encourage learner to bring "fidget" objects, e.g., paper clips, small balls, etc. Encourage him/her to use these items to relieve building tension.
Have learner chew gum, licorice, lollipops or chew on tubing. (c)
Allow food in the classroom. (c)
Encourage learner to wear comfortable clothes.
Change the task or task expectations - including alternate technology
Allow extra time to complete assignments.
Use different types of chairs (e.g., rocking chair, beanbag chair, therapy ball) (c).
Change the classroom arrangement and /or atmosphere
Have learner sit close to the teacher, on the fringes of a quiet corner, and /or away from the window.
Lower the lights.
Adjust room temperature.
Change the environment to support the learner's performance
Have learner sit at a study carrel.
Prevent agitation
Have learner take a break every half hour and encourage him/her to leave the classroom and take a walk.
Have learner work with a partner who will cue him/her to return to task.

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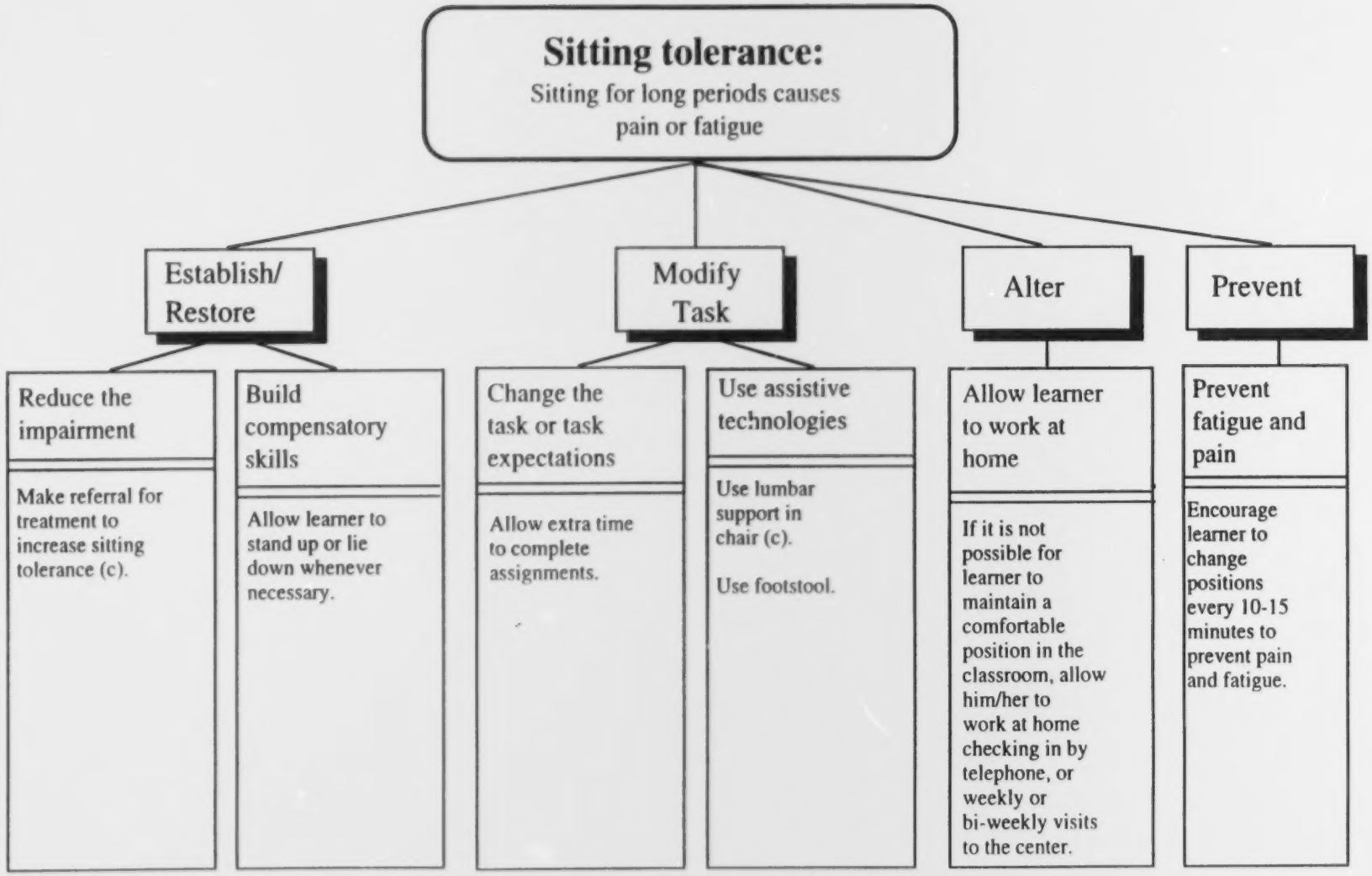
Sitting tolerance:
Sitting for long periods causes pain or fatigue
Establish/ Restore
Modify Task
Alter
Prevent
Reduce the impairment
Make referral for treatment to increase sitting tolerance (c).
Build compensatory skills
Allow learner to stand up or lie down whenever necessary.
Change the task or task expectations
Allow extra time to complete assignments.
Use assistive technologies
Use lumbar support in chair (c).
Use footstool.
Allow learner to work at home
If it is not possible for learner to maintain a comfortable position in the classroom, allow him/her to work at home checking in by telephone, or weekly or bi-weekly visits to the center.
Prevent fatigue and pain
Encourage learner to change positions every 10-15 minutes to prevent pain and fatigue.

Accommodation Usage Component

Necessary Information

1) Accommodation(s) selected for use
2) Materials, tasks, or environments in which the accommodation(s) will be used

Steps

1) Acquire needed devices or materials for the accommodation(s)
2) Instruct the learner in using the accommodation(s)

Results

The learner will successfully know how and when to use the accommodation

Component Materials List

Accommodation Selection Record

Notes

Introduction

Many accommodations are available. Accommodations that provide access to a building or modify a specific task are comparatively easy to learn. These accommodations are usually more permanent and exist in a location (e.g. a ramp or large-print text books). Learning to use an adaptive or preventive accommodation, however, is similar to learning other new skills, behaviors, or information. These types of accommodations are more likely to be portable and designed for the individual learner (e.g. whole page magnifiers or software to enlarge computer text).

Since most of us find learning difficult in at least one area, learning to use an accommodation may also be difficult. As the adage goes, "Change is hard." While expectations for the accommodation may be high, the reality is the benefit occurs slowly for many learners. Persons who have never worn eye glasses may find a dramatic, immediate benefit to wearing glasses. Not all accommodations have such an immediate benefit. We would not expect someone who has trouble writing to automatically use a word processor without training. Even learning to use a pencil gripper will require some practice and assistance.

The Accommodation Usage Component serves as a reminder that the instructor has a role in teaching the learner about a selected accommodation. If the learner has a long history of experience with accommodations or has used one similar to the selected accommodation, the transition will be relatively easy. Therefore, the steps outlined in this and the following components are not equally applicable to all accommodations. Depending on the learner, the learner's goals, the accommodation, and the context in which the accommodation is used, these steps have variable value. For some accommodations, the step will be easy to complete. For other accommodations additional effort and time will be required. The steps outlined below will assist the instructor in increasing the likelihood that the accommodations are successfully implemented.

Questions and Answers

Q: Are each of these instructional principles or stages relevant for each accommodation?

A: No.

Q: How do you decide which principles to incorporate when teaching an accommodation?

A: You and the learner are the best judges in making that decision. If in doubt, use the principle.

Q: How long should you spend in each phase of instruction?

A: We have no particular rule because of the variation between learners, the contexts, and the accommodations. The amount of time will depend on these factors and the goals the two of you have agreed to complete. As you become more familiar with this approach, you can set levels of proficiency that indicate a learner has mastered a principle. Setting a level of proficiency provides an objective standard against which you can measure progress. Learners appreciate such an approach.

Space is provided on the Accommodation Selection Record form to write observations relevant to learner acquisition and use. The instructor should inform the learner this record form is available. The learner and instructor may want to share responsibility in completing the record and keeping it current. This record is the only written documentation of the accommodation unless the program or individual develop an alternative. Thus, it may have value to persons other than instructors.

Step 1: Acquire needed devices or materials for the accommodation(s)

The materials and resources for acquiring some accommodations are available from a number of sources. The *Compendium on Materials and Resources* was designed to assist in locating and obtaining needed accommodation devices, services, or procedural information.

Local community resources such as libraries, vocational rehabilitation services, assistive technology centers, school resource centers, state literacy resource centers, and community civic organizations and agencies can be helpful for locating accommodations.

Step 2: Instruct the learner in using the accommodation(s)

Adult learners and their instructors have explained that practice with new accommodations is beneficial. Practice becomes even more important if the outcome of using the accommodation has a greater consequence (e.g., passing the GED).

The following instructional principles have been adapted from the *Strategies Intervention Model* (SIM).* In the *SIM*, these principles are included in the section concerning instruction of learners using a particular learning strategy. The principles can be thought of as steps or sequential stages that have proven effective in other instruction. We suggest you use a similar order in teaching an accommodation.

Instructional Principle 1: Describe

This principle is intended to paint the "big picture" about using a particular accommodation. This step outlines some general contextual support about the accommodation.

1. Describe the accommodation and what goals it will help accomplish.
2. You and the learner should identify when the accommodation is appropriate for use.

* Work on the Strategies Intervention Model started in 1979 at the University of Kansas Center for Research on Learning for teaching adolescents with learning disabilities. Since then, many aspects have been used successfully in middle school, high school, and adult education settings.

3. Identify the benefits you both expect to accrue from using the accommodation.

4. Identify some of the costs that might be associated with learning the accommodation. Identifying these costs might also help understand that benefits result from overcoming possible barriers.

Instructional Principle 2: Model

When we show someone how to do a task or use a tool, we provide an important model. If appropriate, instructors should be familiar with the accommodation so they can demonstrate its use. The learner's role is to imitate that model. As you model the accommodation, "think aloud" for the learner. This provides a glimpse at some of the cognitive processes you are using in addition to visible behaviors.

More than one modeling of an accommodation may be necessary. Instructors should encourage learners to ask questions as the modeling is completed. Their questions will be clues about their level of understanding.

The modeling principle is also important for instructors. Instructors learn the limitations of specific accommodations and the initial effort a learner will have to make to learn an accommodation. This is a good time to demonstrate that learning is not automatic even for you, the instructor. Like learning to use a computer keyboard or mouse or to ride a bicycle, some risk and errors are expected but continued practice will improve performance.

Instructional Principle 3: Verbal rehearsal

If you found during the model stage you could identify several steps in using the accommodation, record those steps. The record may be a helpful reminder for learning to use the accommodation effectively. Some learners may find the list an important reference until they become familiar with the accommodation.

You may want to quiz the learner about steps in using the accommodation. The quiz can be initiated as another step to ensure success.

Instructional Principle 4: Controlled practice

Notice that up to this point, learners have not really used the accommodation. In this principle, you will provide carefully controlled situations so the accommodation can be practiced. The most important outcome of this controlled practice is that learners feel increasingly successful, fluent, and confident. By ensuring a high rate of success, the two of you will be able to detect possible areas in which errors may occur.

Instructor Tip

On the same day a learner begins independently using an accommodation, check how the usage is going. We do not have specific data to support this recommendation, but based on other experiences in instructional and behavioral interventions, we know monitoring is very important. This checking is very important as support and a means of quickly solving any dilemmas caused by the accommodation.

Supervision during this practice is very important. You need to ensure the accommodation is practiced correctly. Your comments should be directed at steps completed correctly as well as any errors. This is important for maintaining the correct parts of accommodation use. This positive and timely feedback will also increase the learner's confidence.

Instructional Principle 5: Generalized practice

When the learner and you feel comfortable that the accommodation is learned, proceed to practice in the actual context or with the actual tasks requiring the accommodation. In generalized practice, the instructor provides cues and guidance less *frequently*, but not less *specifically*. Feedback needs to be very directed.

Learners assume greater responsibility for using the accommodation at this stage. One way the instructor can assist is by asking questions and eliciting the learner's observations about the accommodation (e.g., When does it work well for you? On what part do you need more practice? Do you feel comfortable with the accommodation? Have you used the accommodation on .... (describe a relevant task)? Have you had sufficient practice with the accommodation?)

Some accommodations become so important to a person that they will readily use them (e.g., a parking pass to be closer to a facility entrance). Other accommodations may require a reminders (e.g., scheduling extended time for assignments or tests, asking for large print text, ensuring access to facilities). In your discussion, you might help orient the learner to opportunities to use the accommodations. This orientation might include the following questions and activities:

1. When will this accommodation be appropriate for you? (Record the activities and the times the accommodation will be used.)
2. What are some benefits of this accommodation?
3. Tell me how you have been using the accommodation.
4. Discuss activities in the adult education program that might also be appropriate for the accommodation.
5. What subject areas would be appropriate for the accommodation?
6. What roadblocks or barriers might limit your use of the accommodation?
7. Prepare written affirmations about the value of using the accommodation.
8. Write cues that might remind the learner to use the accommodation.
9. Schedule times for reviewing progress on using the accommodation. (This activity fits well with the Accommodation Monitoring Component, p.182).
10. Have you made any modifications to the accommodation?
11. Review the steps in using the accommodation.

In this generalization practice, instructor supervision is much more limited but continues to be important. Do not assume the learner has mastered the accommodation. Instructors and learners will need to continue their discussions about the progress, barriers, and goals regarding the accommodation.

Summary

Learners may expect you will be able to help them learn accommodations just as you instruct them in other academic and skill areas. If learners have difficulty using an accommodation, review these instructional principles to understand the basis for that difficulty.

Again, not all principles are equally applicable to all learners or to all accommodations. Selecting and outlining a strategy to learn an accommodation is critical and should be part of a learner's goals just as other content or skill goals are identified in the adult education program.

The final component functions to assess and monitor the selected accommodation(s) to determine if the accommodation is useful or modifications need to be made.

References:

Deshler, D.D., Schumaker, J.B., & Lenz, B.K. (1984). Academic and cognitive interventions for LD adolescents (Part 1). *Journal of Learning Disabilities, 17*(2), 108-117.

Deshler, D.D., Schumaker, J.B., Lenz, B.K., & Ellis, E.S. (1984), Academic and cognitive interventions for LD adolescents (Part II). *Journal of Learning Disabilities, 17*(3), 170-187.

Deshler, D.D., Ellis, E.S., & Lenz, B.K. (1996). *Teaching Adolescents with Learning Disabilities: Strategies and Methods.* Denver: Love Publishing Company.

Mellard, D.F., & Scanlon, D. (1998). *An Adult Educator's Guide to an Improved Program.* Lawrence, KS: University of Kansas, Center for Research on Learning, Institute for Adult Studies.

Accommodation Monitoring Component

Necessary Information

Materials describing the learner's functional needs assessment and accommodations

Steps

1) Gather qualitative and quantitative information that describe the results of the accommodation(s)
2) Discuss the results of using the accommodation(s) with the learner
3) Record progress of accommodation(s) usage
4) Plan next steps

Results

1) The decision is made whether to continue accommodation(s) or make modifications
2) A secondary decision is made whether the learner has other needs that can be addressed in the Adult Education program or elsewhere through a referral (e.g., assistive technology centers, social services, vocational rehabilitation, community or national organizations)

Component Materials List

Accommodation Selection Record

Notes

Introduction

After completing instruction in using the selected accommodation(s), the learner will implement it to help reach his or her goal. The learner may adapt well to the accommodation and become proficient, but continued monitoring is important. The monitoring should focus on the learner's usage, proficiency, and outcomes. Recall that an accommodation was selected to achieve particular goals. That is, one accommodation was selected over other alternatives because of particular characteristics or desired outcomes.

Monitoring will help ensure desired goals are reached. Circumstances might change and other accommodations may become better choices for the learner. Also, mastery of one accommodation may be a prerequisite for learning a more powerful one which has greater utility. The instructor has an important role in these decisions.

As part of monitoring, a written record is helpful. The record of progress serves as a permanent and visible reminder of the learner's increased proficiency. This record can be invaluable and absolutely crucial for other agencies to approve the use of the accommodation. For example, most learners might benefit from increased time to complete assignments or tests. A record of how increased time changed a learner's performance might be convincing to another agency or employer. In addition, documented practice with an accommodation reinforces the idea that accommodations need to be used and practiced. Monitoring responsibilities can be shared by the instructor and learner or be the sole responsibility of the learner. This topic could be addressed in a discussion when the learner's achievement or progress is reviewed.

Step 1: Gather qualitative and quantitative information that describes the results of accommodation(s)

The instructor and learner have shared responsibilities in this step. Monitoring outcomes of using an accommodation can happen in several ways. Monitoring might be very formal with carefully constructed evaluations that yield numerical results. Another formal evaluation could be carefully constructed evaluations that gather perceptions and observations from several individuals. At the other end of the evaluation continuum, an instructor and learner might agree to discuss how well the accommodation is helping the learner after a given period of time or when the learner has completed a set of tasks.

The important activity of this step is reaching agreement that the outcomes of using the accommodation will be reviewed. Records of daily performance, work sheets, computerized products, unit or chapter tests, self-tests, or other products can all be used in assessing the results. Similarly, a journal or even notes on a calendar by the learner or instructor may be valuable for providing a record to share. In some locations, an instructor may not be able to review a learner's work in detail. As an alternative, learners record reactions in a journal that can be quickly reviewed. The instructor provides written reactions or other responses relevant to the learners' comments. This diary approach provides a rich source of information about the accommodation that can be useful over time.

Instructor Tip

Discuss with the learner what opportunities might be available for monitoring progress with the accommodation. As an instructor, you want to increase the learner's responsibility for monitoring the outcomes of using the accommodation. This information will help the both of you assess its value.

Some opportunities might include activities outside the adult education program at home, work, or in the community.

Step 2: Discuss the results of using the accommodation(s) with the learner

This discussion should include the learner and those instructors who can contribute information about the value of the accommodation. Many adult education programs have staff regularly schedule reviews with learners. Sometimes the reviews are based on hours of participation, goal attainment, or frequency of participation. These opportunities are all important when assessing the progress, value, and outcomes of the accommodations.

Evaluative comments from instructors can be helpful, though they do not have to formally participate in the discussion. Their comments can be elicited prior to the review. The review may be brief but important in supporting the learner and dealing with frustrations that are an inevitable part of change or learning new behaviors. In the review, a number of questions might be asked, including:

- What benefits are you are seeing from the accommodation(s)?
- Are you reaching the goals you want with the accommodation(s)?
- Do you see problems with using the accommodation?
- Are you experiencing any difficulties with the accommodation?
- How do you think the accommodation has helped you?
- What do we need to change?
- Do we need to review any part about using the accommodation?
- Do you need to change your use of the accommodation?
- What is an example of a way your accommodation has helped you?
- How satisfied are you with the accommodations provided for you?
- In what other settings have you used the accommodations?

  Home Work Church
  Library Recreation Shopping
  Other educational setting: _____
  Other community setting: _____

Step 3: Record progress of accommodation(s) usage

This step includes the instructor and the adult learner. Take advantage of the discussions and evaluation information to develop some summary statements about using the accommodations. Ideally, the statements should reflect both the learner's *feelings* about the accommodation as well as the evaluation results.

Spaces are provided on the Accommodation Selection Record for including this information. In the section labeled Accommodation Monitoring, record the date of the review and your summary statements. This documentation will be helpful for providing a long-term review of progress with the accommodation. This documentation is helpful if the learner needs to demonstrate the value of the accommodation to another agency (e.g., social services or postsecondary setting) or employer. Such groups want to know the benefits the person achieved using the accommodation.

If the learner needs to use the accommodation in a setting that requires approval of accommodations (e.g., taking the GED examination), documentation should be summarized and included in the application process. For approval of an accommodation for exams like the GED, the supervising administrators typically require documentation of (a) the disability and (b) the demonstrated need and value of an accommodation. The request for the accommodation usually requires some time, at least a week and possibly several weeks. Thus, the instructor and learner should keep this time frame in mind as they are discussing goals and establishing the needed documentation. Allow plenty of time for the review.

Instructor Tip

The learner and instructor may want to set up some other record keeping procedure or form. Our advice is to keep it simple. The goal of adult education is not to learn an accommodation but to use accommodations to reach other goals. Thus, records should be easy to complete and use. Just make sure the accommodation(s) is creating the desired outcome(s).

Step 4: Plan next steps

This step is explicitly for the instructor and other adult educators. After the reviews have been completed over a period of time, the instructor and learner should have a final meeting about how well the accommodation works. If progress is satisfactory, continued monitoring is important. The monitoring should focus not only on the *outcome* of using the accommodation but also on *how* the accommodation is used and if any negative consequences are observed or reported.

Sometimes, a good plan can have indirect, negative consequences. These unintended ripples can "undo" the desired outcomes. Ask about unplanned outcomes as part of planning your next steps to help learners reach their goals.

As part of this monitoring, you and the learner can include a discussion question about whether a different accommodation may be appropriate. Use the opportunity to review the Accommodation Selection Component. The steps and activities in that component are part of a decision process for selecting accommodations. A review might help you find an alternative.

Another explanation for limitation of an accommodation may be the learner is not using the accommodation as intended. A review of the instruction principles in the Accommodation Usage Component may address some problems.

Some learners may benefit from accessing additional information about their disability or accommodations. The learner might consider a referral to another agency who can help identify alternative accommodations or have other relevant information. Such services and agencies are identified in the *Compendium of Resources and Materials*.

If the accommodation is working, continue to monitor the progress. The learner can expect that as the accommodation is applied in new contexts, other issues may arise that may require an alternative course of action.